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ABSTRACT

The first and major portion of this report of a film study project in Evanston, Illinois, lists films selected for use in grades 1-8, together with plot summaries of varying lengths, special uses for the films, suggested study questions and activities, sample student responses to questions and assignments, running times, appropriate age levels, and sources for ordering the films. The results of an evaluation of the film program as determined by questionnaires distributed to students and teachers are presented in parts two and three. A brief conclusion on the overall response to the program and the addresses of film distributors conclude the publication. (LH)

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FILM STUDY IN THE ELEMENTARY SCHOOL
GRADES KINDERGARTEN THROUGH EIGHT
A CURRICULUM REPORT TO THE AMERICAN FILM INSTITUTE
DISTRICT 65, EVANSTON, ILLINOIS

Written and Compiled by

David A. Sohn
Curriculum Coordinator of Language Arts and Social Studies
District 65, Evanston, Illinois

and

Melinda Stucker
Oscar M. Chute Junior High School
Evanston, Illinois

Consultants and Evaluators

Dale Dunn
Coordinator of Research

J. Robert Parkinson
Director of Learning Resources

William M. Kendrick
Director of Curriculum and Instructional Services

Gregory C. Coffin, Superintendent of Schools
Community Consolidated School District No. 65
Cook County
Evanston, Illinois

Sponsored by a grant from the

American Film Institute
Washington, D. C.

1968-1969

TE 001 549

PREFACE

In the course of this study, much time and effort have been expended by many dedicated people. I want to thank the principals and teachers who cooperated so well in the face of complicated logistics.

I want also to express my appreciation to Miss Kelly Breen, Mrs. Louise Magruder, Mrs. Florence Shaw, and Mrs. Ella Rasmussen for their long hours and capable production work.

To Mrs. Ruth Fingerman, I give special thanks for her excellent cover design and other visual work.

William Jordan, coordinator of AV services, helped us in many ways during the study.

Finally, Mrs. Melinda Stucker worked far beyond what anyone could reasonably expect to compile and organize much of the study. I thank her for a splendid job.

I truly appreciate the support of the American Film Institute for making this study possible. I hope that the study will provide guidance and possibly inspiration to the teachers of District 65 and to other teachers who may be interested in using films as part of the educational process.

David A. Sohn
Coordinator of the Film Study Project

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A DESCRIPTION OF THE FILM STUDY PROJECT

The film study project of District 65, Evanston, Illinois, began in October, 1968, sponsored by a grant from the American Film Institute. Four schools participated in the study: two elementary schools (College Hill and Lincolnwood) and two junior high schools (Oscar Chute J.H.S. and Nichols J.H.S.). One junior high school showed films one day each week to eighth grade students. The other junior high school used films twice a week with eighth graders. One elementary school showed films to fourth and fifth grade students, while the other elementary school showed films to kindergarten students, second graders, and fifth graders once each week.

In general, the films used with kindergarten students and second graders differed from those used with fifth grade students and eighth grade students.

On the upper levels, students viewed the films in large groups in an auditorium or large room. After the screening, they would break into regular classes (grades 4 and 5 in elementary schools; language arts classes in junior high school). The smaller children usually viewed films in their rooms on movie movers. Each school devised a means through which teachers and children were able to evaluate the films they saw.

Films selected were those which presumably would work well with students. The ultimate goal of showing these was to develop a curriculum for using quality films in the elementary schools that would apply to subject matter areas. Teachers were requested to complete a form of their own design for each film, indicating their own reactions, the reactions of their students, and the follow-up activities in class.

Most of the activities were spontaneous, since the teachers were intentionally asked not to preview the films. This made some of them uneasy, but the underlying thought was that creative ideas would emerge from the interaction of students and teachers after each film. In many cases, this proved to be true.

At the end of the program, teachers and students were surveyed for their reactions and evaluations. Each teacher filled out an evaluation form, while a random sampling of ten students from each class completed a student survey form. The results of the survey have been compiled and are presented at the end of the book.

PARTICIPANTS IN PROGRAM

Lincolnwood (elementary school)

Mrs. Berneice Hoffman - Principal

Miss Grace Civis
Miss Sonya Sorensen
Mrs. Alice King
Mrs. Sharon Hunter
Mrs. Patricia Couture
Mrs. Joellen Prullage
Mrs. Barbara Lee

College Hill (elementary school)

Dr. Margaret Lindman - Principal

Mrs. Barbara Nickels
Mr. Richard Seaman
Mrs. Kathryn Shen
Mrs. Janet Rosenblatt
Mrs. Helen Paynter
Mrs. Carolyn Schmidt

Chute (junior high school)

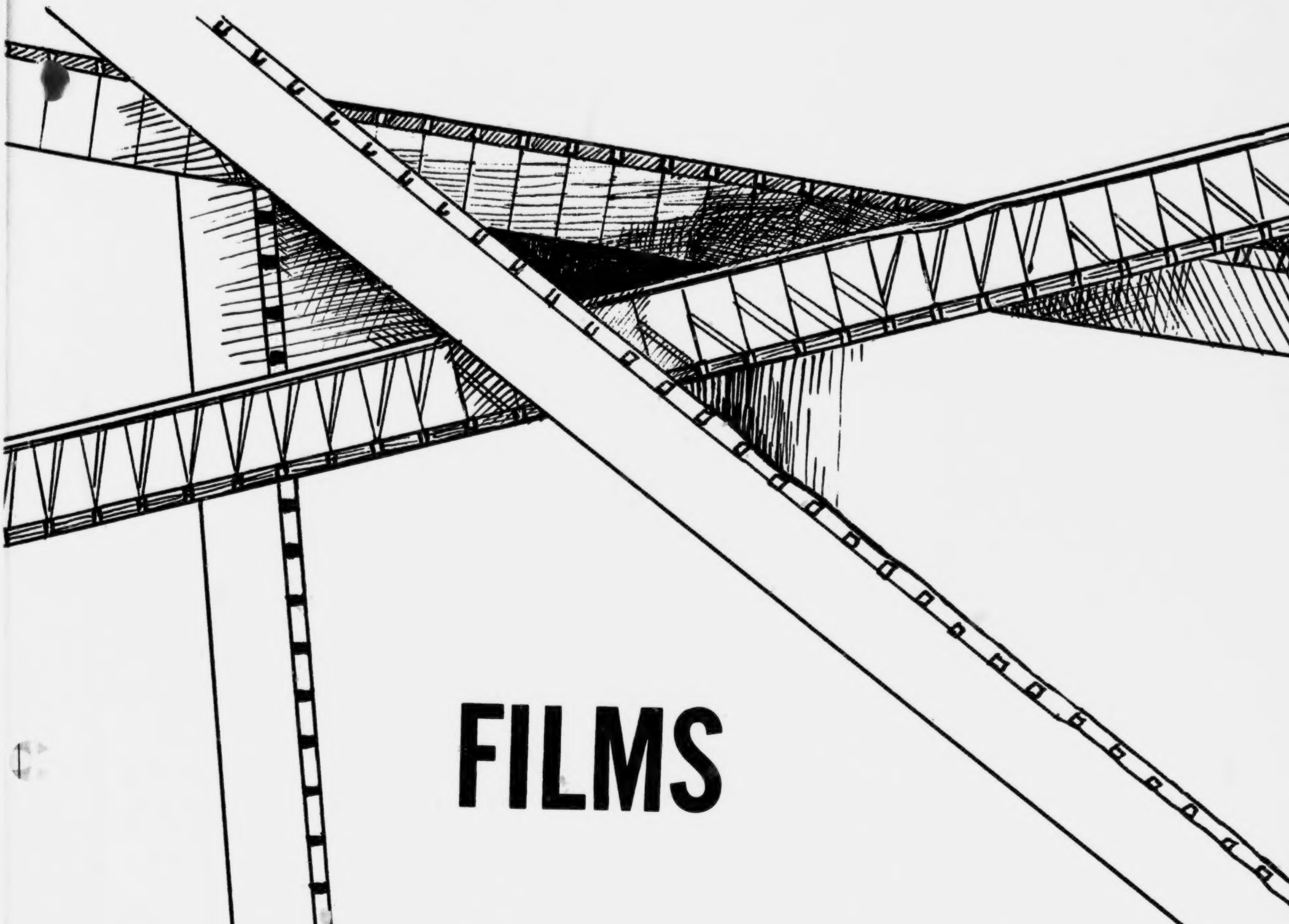
Mr. Philip Wye - Principal

Mrs. Luanne Glick
Miss Helene Boyer
Mr. Donald Mast
Mrs. Melinda Stucker
Mr. Frank Phillips
Mrs. Lorraine Morton
Mrs. Sharna Lang
Mrs. Eloise Hein

Nichols (junior high school)

Mr. Claude Mazzocco - Principal

Miss Dorothy Strasburger
Mrs. Elinor Turbov



FILMS

THE BELL (LA CLOCHE) (Grade 8)

Black and white. 15 minutes

Filmed in France, THE BELL is a whimsical film that is virtually non-dialogue. Waiting for a date, a young man suddenly finds himself trapped under a huge bell. As he walks, the bell moves. The resulting effect is one of a huge bell moving across the countryside, down the street, and elsewhere. Various comic situations occur and the resolution of the wandering bell is a Gallic surprise.

This is another enjoyable film for children and teachers. The film was the first of the eighth grade films and it was introduced as being a good example of a "short story on film." Many teachers used this idea to initiate class discussions. They discussed the characteristics of a short story (plot, setting, characters, etc.).

1. Activities and discussion questions:
    a. Who or what is the man waiting for at the beginning of the film?
    b. What experiences did the bell have? Can you put them in order?
    c. What made the film funny? What events were exaggerated?
    d. What noises came from the bell?
    e. Why does the bell keep wandering? Is it important to know where the bell is going?
    f. Who is the main character of the film? Who are the minor characters? Why are the minor characters important?
    g. A short story has a beginning, middle, and an end. Describe the beginning of the film, the end, the events in between. (Mention anticipation, humor, audience involvement, etc.)
    h. Children may want to discuss the humor of the film -- exaggeration, slap-stick, etc.

2. Children can choose or be given by their teacher an inanimate object. They should have this object act as the main character of a short story. They must include a beginning, middle, and end. E.G. a watch, house, baseball, paper clip, record.

3. Children may create a short story by drawing a comic strip (with or without dialogue).

4. Children might make a drawing of an inanimate object and make it animated (give it the characteristics of a human being).

5. Children were asked to list some creative activities they would like to pursue.

6. Creative activities for THE BELL

   a. Make a clay bell in art and decorate it.

   b. Make up a story or poem about bells.

   c. Make a mobile of bells.

   d. Produce a play or skit; perform it in different languages.

   e. Make a papier maché bell.

   f. Create a pantomime, not just about the main character involved but also about each emotion the character expressed in a certain scene.

Commentary:

This film seems excellent for teaching sequential development, elements of the short story, and an investigation of the nature of humor. The fact that it is French does not interfere with its use in American classes. The little dialogue in the film is easily understandable. It should also be useful for motivating students in French classes and gaining perspective on French culture. Students from grades 3-12 would probably enjoy it.

Source: Contemporary Films - McGraw-Hill

"The Paper Clip"

People are unaware of my history--"The paper-clip." My history began when I was born in a manufacturing company on November 18, 2067. Being a stainless steel, shiny, new helper around the office, I was parked in a dark box, with other clips like me. In the box I made a lot of friends who gave me confidence to do my work well in a office. Being a little shy, my friends and I were set in a store at a low price of 20¢ per box.

We were finally bought by the 33rd President of the United States. This thrilled me as the President picked me first to be his advisor in foreign affairs as he clipped important information to me. As I knew it, the President gave me the responsibility to be his chief advisor. I then took an oath to the council of paper-clips that I would never let the President down.

This began the turning point of my life as the President clipped the Vietnam issues in my big mouth. With a great privilege, I read these papers and I found out that I did not agree with him. Knowing that these papers were going to be sent to North Vietnam, I changed the views of the U.S. to mine, with the help of De Jordey, who was my pencil friend. I then waited for 5 hours impatiently saying to myself that I did the right thing.

Finally the door opened and the President walked in. His face at a sorrow expression, his mouth in awe, his hands shaky, and his eyes in tears. The President cried all because of me and my former friend the pencil. I then began to cry when the president of the paper-clip failure association walked in. With a salute, I found out that I was to be sent to the gas chambers, sponsored by the "Committee for the President." I then was dismissed to only go to sleep and in the morning go to the gas chambers.

In the morning, I woke up with a lot of strength physically but a lot of sadness mentally. I then tip-toed through the tulips over to the executive branch of the paper-clips. They told me that I failed and that I would have to suffer the consequences under the charge of tolerating authorities work with the wrong answers. I was then put in a small room with just vents. Before I knew it, I heard a tube being turned on and some gas turned on. Quickly, I took a deep breath of oxygen to live a few extra minutes.

Meanwhile, North Vietnam responded in a telegraph to the President of the United States saying "they would stop fighting." In a flash the news was sent all over the U.S.A. and to the paper-clip association. Hearing the good news, the president of the paper-clip association stopped the gas. He then opened the door, untied me, and checked my heart. He then found out I was half dead and told me I succeeded. I then told him I only had one minute to live and also told him,"God bless you, and my country, but we learn from our mistakes."

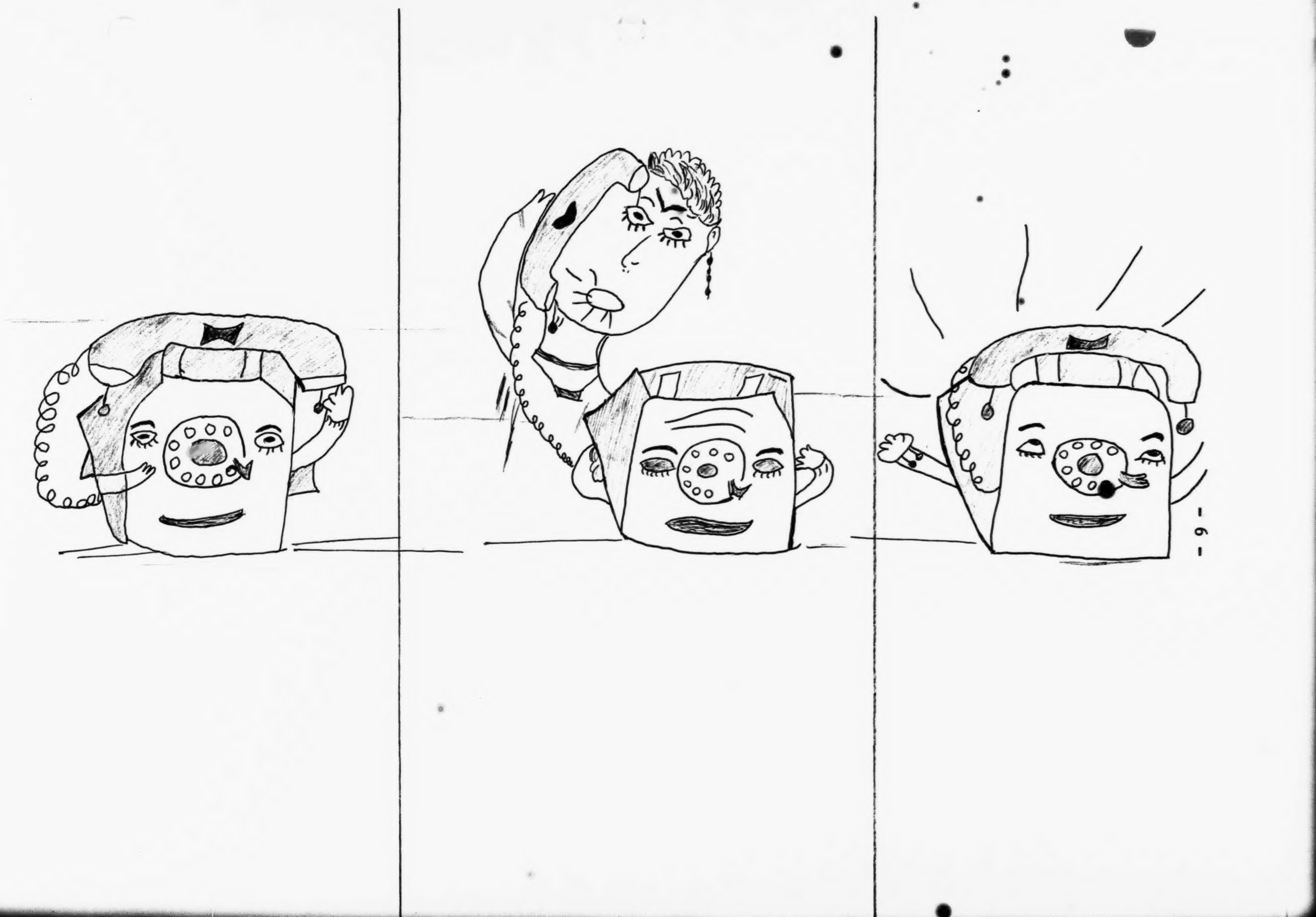
"My Life's Story"

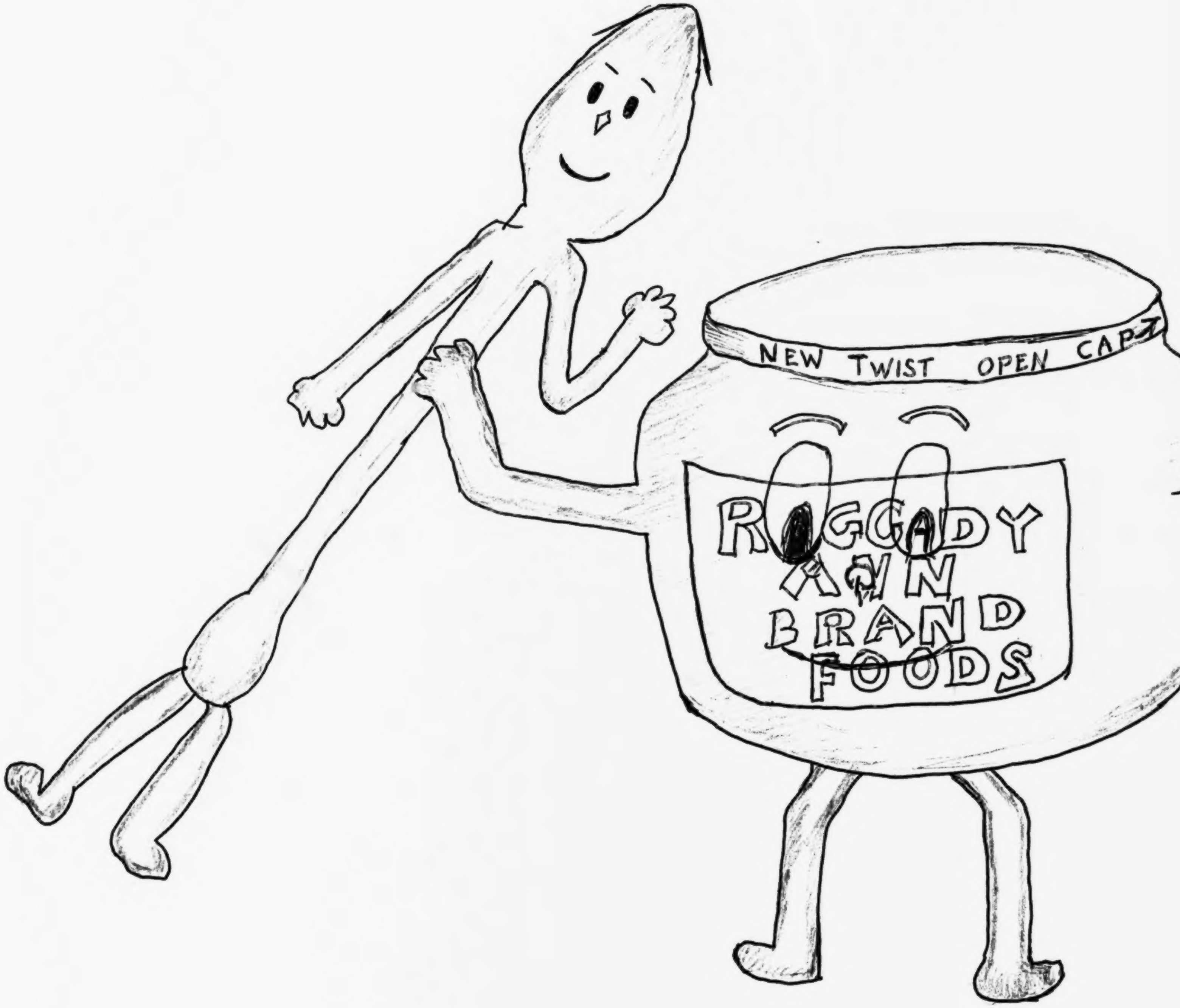
I began my life when I was brought to school by a sweet little girl, at least I thought she was, whose name was Mary Mahonney.

The first day of school she kept pulling me in and out of her purse, scribbling things down at a mad pace. From then on I never stopped writing even when the teacher was talking. I was bubbling forth secrets to tell her girlfriend.

Well, one day I got mad. I wouldn't click and I absolutely refused to write. Mary got so mad that she threw me on the floor. Then the most unbearable thing happened I was stepped on!

After school while I lay there on the floor, my clip broken, sobbing, a kind old janitor, who collected old pens, picked me up and took me home. He told me I was a very rare pen. I now am his favorite pen. I know now I shall live to the end of my days in flowing tranquility.

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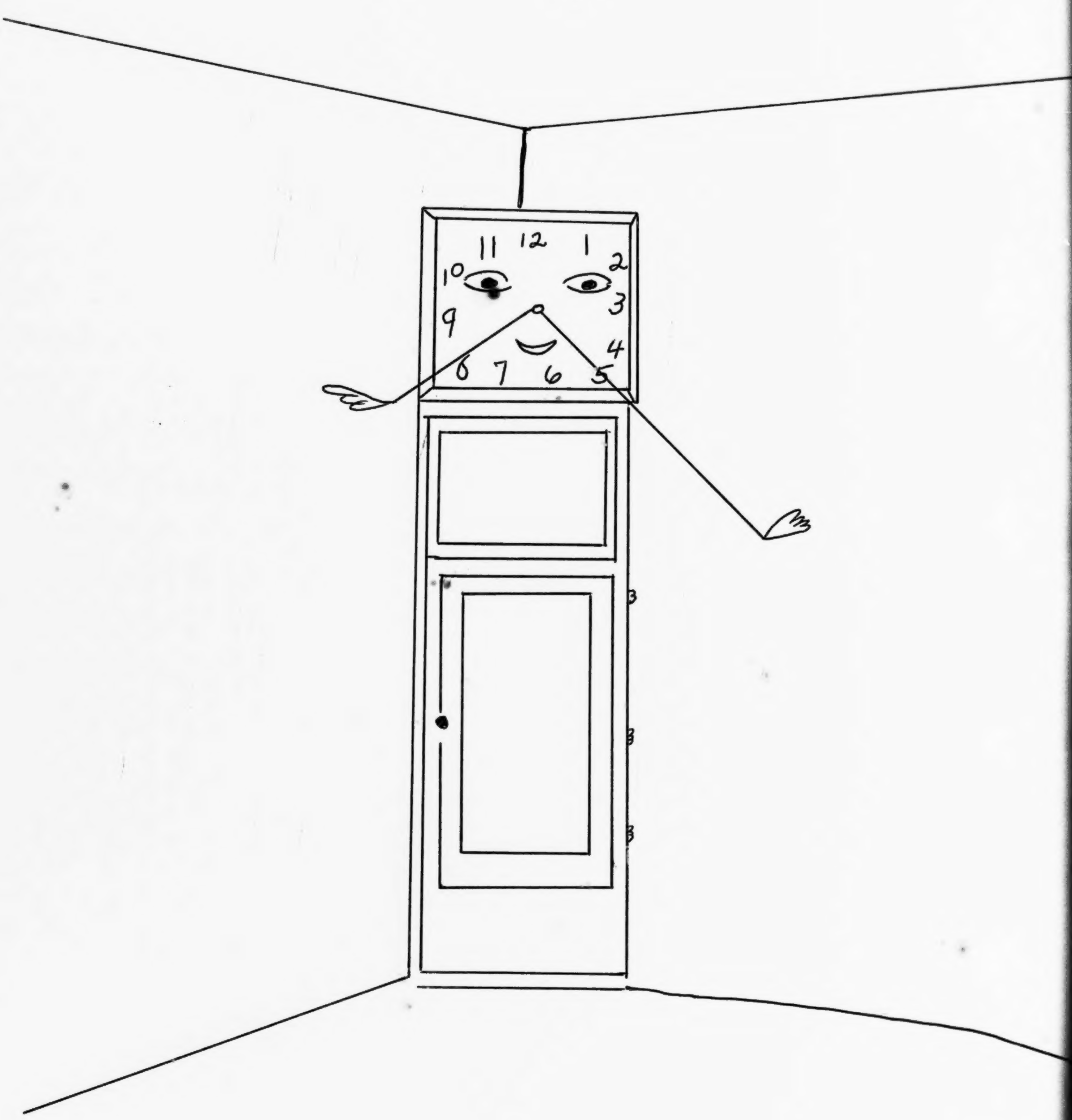
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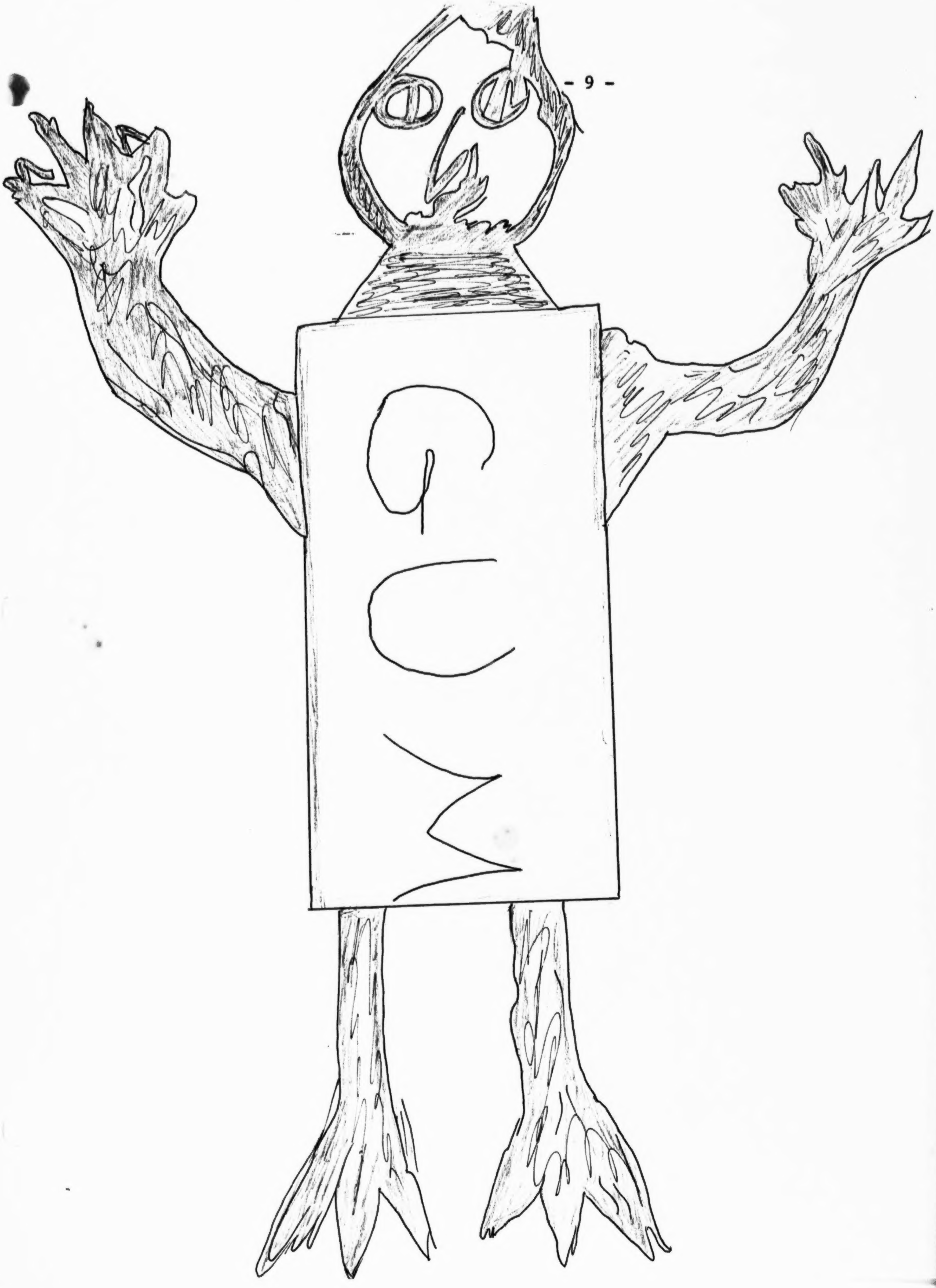
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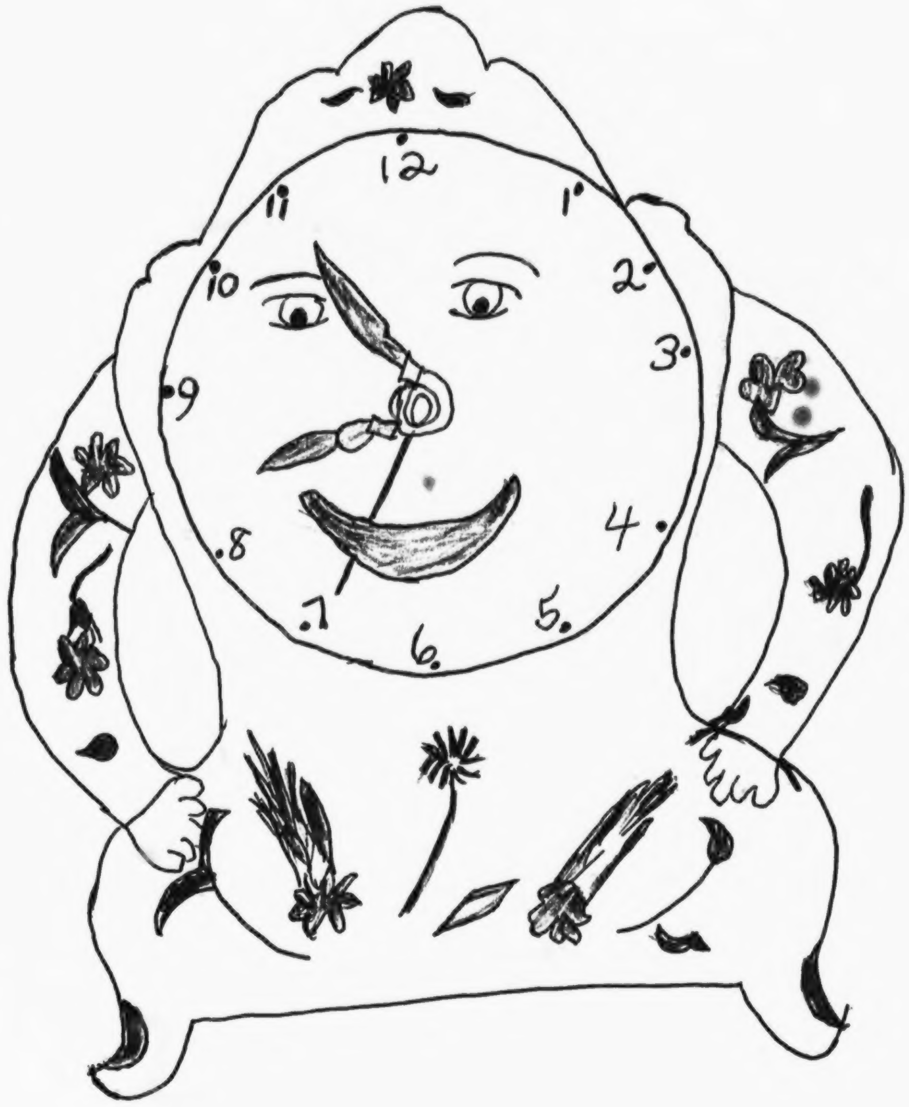
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ART (formerly entitled GOD IS DOG SPELLED BACKWARDS)

Color. Animation (no dialogue). 4 minutes

This is a film by Dan McLauglin that was widely viewed on television via the Smothers Brothers Comedy Hour. Using a technique called kinestasis, very rapid cuts bombard the viewer. These visuals are all paintings from the past that comprise a very short history of art.

Actually, the audience experiences over 3000 works of art in about 4 minutes.

Originally conceived as a spoof, the film rises above the humorous intent by imposing a curious effect of compressed experience on the viewer.

No activities were recorded for this film. Most teachers felt the film was interesting in its technique and that it should be shown as part of a film study program.

Commentary:

Upper elementary and secondary students should respond to this film with enthusiasm. Although some older people are annoyed by the rapid bombardment of visuals, young people, perhaps due to background in visual experience via television and films, do not find the technique troublesome.

Useful in language arts, social studies, and art classes, the film can be seen several times, as the viewer sees more and more in it with each screening. For this reason, it is particularly good for emphasizing the theme of observation. It is also fun to watch for many.

Source: Pyramid Films (sales and rental)
Contemporary Films - McGraw-Hill (rental)

THE FACE (Grade 8)

Color. Animation (non-dialogue). 4 minutes

By manipulating original engravings of a woman's face (by Pieso Fornasetti), Herbert Kosower takes the viewer on a metamorphosis trip, as the face changes over and over again, sometimes humorously, sometimes in grotesque ways. The viewer is surprised during the film when some of the females done by old masters, including the Mona Lisa, suddenly appear.

The film is whimsy, but the technique is also fascinating.

Activity: Children could bring to class pictures of interesting faces and put them in a booklet or on a bulletin board for a class project.

Commentary:

Enjoyable as film experience, THE FACE is also useful for examining characterization. Like ART, this film should be seen several times as students think about the variety of personalities presented. The theme of the film might very well be the complexity of "woman." If one assumes that each visual represents a different aspect of the same person, the complicated nature of any one human being can be a point for discussion.

Classes can create individual projects from magazines and other sources showing varieties of men, women, and children. Other activities might be varieties of shapes, hands, legs, etc. Art classes should find the animation useful.

Source: Brandon Films

NOTES ON A TRIANGLE (Grade 8)

Color. Animation (no dialogue). 5 minutes

To the soundtrack of a waltz, a triangle is transformed into over 300 geometric shapes. The film is well-cut to music so that the effect is that of an abstract mathematical dance. The effect is delightful as the shapes move and change gracefully until, at the end, the triangle assumes its original shape.

This film was well received. It was shown with THE DOT AND THE LINE and many teachers used the two films together for discussion and assignments.

Questions used for discussion included:

1. Why was the musical background important?
2. What colors were used? Why?

Activities:

1. Find as many basic shapes in the room as possible and name them, e.g., squares, tiles on the floor, etc.
2. Draw an equilateral triangle. Divide it into smaller similar triangles. Cut out the pieces and make a design.

Commentary:

The film is an exercise in rhythm and design. From the standpoint of creativity, it is useful on all grade levels.

Language arts classes, art classes, and mathematics classes would find it stimulating for discussion and other follow-up activities.

It was made by the National Film Board of Canada.

Source: International Film Bureau

INSTINCTS OF AN INSECT (Grade 8)

Color. 20 minutes

A study of the life cycle of a beetle does not immediately strike language arts teachers as fascinating. The film is very well photographed and edited, however, while it contains unusually good narration that does not intrude, as narration often does. The film emphasizes genetic instincts that help the adult beetle to prepare for the eggs and to protect them by binding leaves. This won the Blue Ribbon for Nature Study at the American Film Festival.

Many children were less excited about this film than others. Yet, generally speaking, they reacted favorably to the close-up filming techniques used and the color, being disinterested in the subject matter for the most part.

Activities:

1. Children were placed in small groups (about 5 students) and asked to discuss the question: "Do men have instincts? If so, how do they affect their lives?" Responses were orally reported to the class by a recorder from each group.
2. Small groups could be asked simply to evaluate the film.

   Some children said that "this movie wasn't very good, but insects are smarter than we think they are."

   As they discussed, they must have discovered they liked the film better than they had thought. They used many words like "interesting," "kept attention," "excellent photography," "beautiful colors," "good music."

Commentary:

Although it is particularly appropriate for science classes, this film is also very useful in language arts classes for studying a process and for seeing how the camera can enhance observation in a way that human eyes would find difficult. The quality of production makes it a satisfying experience.

Source: Fleetwood Films

WHERE TIME IS A RIVER (Grade 8)

Color (non-dialogue). 18 minutes

The works of four different artists are portrayed to a musical soundtrack. The intent is to illustrate the perceptions of Rousseau, Gaugin, Chagall, and Leger. Consequently the fantastic jungle atmosphere of Rousseau, Gaugin's Tahiti, Chagall's Russian environment, and Leger's mechanistic United States are compared and contrasted. The artistic perceptions are well represented without commentary.

This film was one of those shown to the eighth grade group so far that produced almost purely negative comments. The film had been shown in art classes previously, yet seeing the film a second time made no further impressions on the students. It was one of the few times where class and teacher ratings differed drastically.

Activities:

1. Children retitled the film. Their suggestions included:
    - a. Paradise of Music and Art
    - b. A River of Music and Art
    - c. A Contrast of Jungle and Modern Life
2. Rather than discuss the film, pupils were asked to write two paragraphs answering the questions: "What do you think was the point of the film?" "What was your reaction to this film?"

   Some examples follow:

(A) "The point of the film, I think, was just to show us different kinds of art. Also maybe because to bring things to our mind. To show us how people lived before us.

I thought the film was the most horid and lousy film I ever saw. It was boring having just art work after art work. Even though there was music in the film, I hated it. It was also stupid! I rate it the lowest an one!"

(B) "The theme of it I think was in the beginning it started to show man as full of danger and terror. Then as it progress it showed kind of a Golden Age where he was surrounded with beauty then one of the painting towards the end of this Golden Age showed people sick and they unaware of what was happening.

Then came the second have with man full of superstition the darkness of the painting showed kind of an evil fear over everyone. The animal with the face could have represented a change of like lowering into a strange crude society. Then towards the end of that it showed a school house representing his learning.

The last part showed the man more progressive. He was using machines for himself and Big Buildings being brought up. Finally it showed man becoming mechanical not beautiful anymore until there was no nature in him. The artist showed confusion. Probably as a warning?

I thought the film was beautiful. The were magnificent. It had a very deep meaning that it was telling. I liked it very much."

(C) "Paragraph #1
I think the movie was an abstract way of showing the history of man. First the leaves, trees, and only vegetation. Then monkeys and baboons. Afterwards early man living primitively with flint tools and other things. Finally there was the modern man. They showed him building and doing other things.

Paragraph #2
My reaction is that the movie was extremely hard to understand. A couple kids I'm sure fell asleep because of the abstract way it was done in. It was really harder to follow it than anything else."

(D) "I enjoyed this movie very much cause it was a movie in which represented a village. The paintings were marvelous. It wasn't so much, as a drag because maybe that's how the person who made the film ment it to be. And the person who made the film on art ment for the film to flesh. All an all I loved the movie."

Commentary:

This is obviously an excellent film for stimulating students in art classes. It is also useful for studying the theme of sharp observation and imaginative interpretation. In either case, some preparation before the film would, in this case, be productive. Although beautiful without explanation, guidance concerning the artists' intentions can sharpen the viewer's appreciation of the film.

Source: Radrick Films
Distributed by Henk Newenhouse

NEGRO KINGDOMS OF AFRICA'S GOLDEN AGE (Grade 8)

Color. 17 minutes

This is a very informative film about a neglected area of black history--the powerful kingdoms that existed far in the past that eventually crumbled. Using works of art, straight photography and maps, the student becomes acquainted with a part of the ancient heritage of Africa that eventually crumbled.

Children and teachers reacted favorably to this movie. The subject matter was of interest to many of the students. In one class the teacher recorded very critical observations on the part of students. Some felt the film was monotonous with the use of so much art and possibilities for improving the film were discussed. The students wanted more action and the use of actors instead of so much pottery.

Possible activities:

1. Teachers could try to relate in discussing the film to what children had learned about Africa in seventh and eighth grades.
2. Small groups could discuss the film and relate to each other things remembered from seventh grade.
3. Teachers and students might discuss the relevancy of the film.
4. In small groups children could make up a list of things in the film they would like to learn more about.
5. Teachers could appoint research teams to find out more about the African tribes mentioned in the film. These could be presented in class or used as a bulletin board display.
6. Possible discussion questions:
    a. What contrasts were evident in the film?
    b. What helped the population growth in Western Africa?
    c. What finally caused the empires to crumble in West Africa?

d. What did the film make use of to tell the story?
   Why would this technique be used?

e. What weakened the kingdoms and what led to further European domination of Africa?

Commentary:

This film pertains especially to social studies classes. It lends perspective to the Negro heritage and sheds light on the events that led to the African slave trade. Art classes will also find it interesting.

The narration and photography are well-executed, and the film does not fall into the boredom trap that many narrated films succumb to.

Source: Atlantis Films
Distributed by Henk Newenhouse

THE LOON'S NECKLACE (Grades 4 and 5)

Color. 11 minutes

The loon is a common and popular bird in many parts of Canada. Through the use of authentic ceremonial Indian masks, the film relates the folk tale of the Indians of British Columbia about how the loon acquired its neckband.

The majority of teachers seeing this film thought it was "very good" and felt that the children enjoyed it, especially the use of puppets.

Activities:

1. Used the film to initiate a discussion and study of myths, folklore, etc.
2. Creative writing. Children could write original myths.
3. Discussion of use of masks in cultures. Mask-making could be explored as a related art activity.

Commentary:

Much of the charm of the film lies in the unusual technique of using masks and animating them to tell the tale of the Indian, his struggle against evil, and the good influence of the loon.

It is very good for language arts classes studying folk literature. Social studies classes concerned with the study of Indian cultures and art classes interested in folk art and mask-making will also find it valuable.

Source: Encyclopedia Britannica Films

SAILING (Grades 4 and 5)

Color (non-dialogue). 13 minutes

The process of a Dutch sailboat race from beginning to end is shown in this film. Cannons roar and the race begins. You are aboard the boats and feel you are participating. A sudden squall forces boats to the shore. Then there is sunlight and peace and the race ends. The soundtrack combines music with the sounds of sailing.

This film was given an excellent rating. "Student reactions reflected appreciation for the beauty and exciting drama portrayed."

Activities:

1. Writing poems and stories.
2. Group discussion of various aspects of the film; sailing as a sport, etc.
3. Development of extensive vocabulary, descriptions of the water, the wind, etc. Such words as "squall" were discussed.
4. Art activity, drawing boats.

(Grades 2 and 3)

Teachers seemed to feel that the film was most worthwhile. Comments such as "realistic," "delightful," "lively" and "excitement" indicate their impressions.

They felt that most of the children became involved though some said "it was boring," and "where's the dialogue" which indicates another response.

Activities:

1. Discussion of various feelings and experiences the sport of sailing gives.
2. Creative writing: "If I were a sailor where would I go and what dangers would I encounter?"
3. Art work on the moods of the sea.
4. Relation of March winds to the movement of the water and sails.

Commentary:

This is a visually poetic film which involves the viewer as participant. The photography is superb, and the excitement builds as the film progresses.

The colorful Dutch sailboats and the countryside add zest to the atmosphere of the film. It is a sensory experience.

Language arts classes may respond with poetry or first-person narratives. Art classes will find material for drawing or painting. Physical education classes may find it useful for the study of sailing, and social studies classes will discover one aspect of Dutch culture. It is useful on all levels.

Source: Contemporary Films - McGraw-Hill

CORRAL (Grades 4 and 5) School A

Black and white (non-dialogue). 11½ minutes

Photographed in the Province of Alberta, Canada, the film tells a simple story of a cowboy who selects a horse from a corral, lassoes it, and proceeds to break it by riding it swiftly over the plains. Combined with the simple soundtrack of Pete Seeger's guitar and the wide expanse and grandeur of the mountains and plains in that area, it tells a simple story well.

All teachers felt the film was excellent and commented on student enthusiasm and interest. One teacher, however, felt that the film "was too stimulating for a first film" to be shown in the film study program.

Activities:

1. Group discussion and vocabulary development.
2. Children wrote stories, some from the point of view of the horse; others from the point of view of the cowboy.
3. Children wrote stories on any idea related to the film.

The following examples express the success of this film:

(A) "I am a wild stallin.

The cowboy races after me. He got me. I tried to get away but I a saddle on me and I stop and bucd him. He got off me and I ran and ran and got away.
The end!"

(B) "If I Was A Horse
Oh no, here comes that man on that white spoted horse. If he tries to saddle me I'm going to throw the saddle off my back. But with that big rope he will catch me by my neck. Why doesn't he ever catch another horse. If he gets me all saddled and he tries to get on me I will buck him off. And if he gets on and rides by a river I will throw him in the water. But finally we made up and he named me Amario.
The End"

(C) "Running Free
Running free thats what we like, free as a grass hopper on a summer night, free as a star to wish apoun when theres gren, to be born free live free and die free."

(D) "Once when we were on vacation in Yellowstone National Park we went riding. Now the horse that I picked was not actually broken. After about 15 minutes my horse started acting funny so I took my horse to the laeder and he said it was just a flea."

(E) "Corral.
I like it very much.
The End"

(Grades 2,3, and 5) School B

Teachers expressed various opinions. Fifth grade teachers said, "Needs to be seen more than once, held their attention"; "Reaction both times negative." Second grade teacher said, "The quality of the film poor . . . It would be beautiful in color." And a third grade teacher said that the children paid close attention and enjoyed the action. Finally, one said the fact that there were horses in the film seemed the only reason that children were receptive to the film.

Activities:

1. General discussion
2. (Grade 5). Told students they would need to put a list of 12 phrases in order of how they appeared in the film.
    a. Then showed film
    b. Put phrases in order
    c. Showed film again, and
    d. Checked order again.

        Phrases in order:

        1. Round up horses
        2. Bring to corral
        3. Single out one horse
        4. Roped horse
        5. Tied horse to post
        6. Made rope halter
        7. Put on halter
        8. Put on blanket
        9. Put on saddle
        10. Mounted horse

11. Rides half-broken horse
12. Cowboy becomes master

Commentary:

CORRAL is an excellent example of a visual short story, simply and beautifully rendered. Much of its effect is due to the superb camera work and editing, coupled with the emotional effect of the soundtrack.

Elements of the short story, including suspense, action, dramatic climax, point of view, and sequential development, can be discussed in language arts classes. Poetry and art work may also emerge from viewing it. It can also motivate a unit on horse stories.

It is valuable for all grade levels.

Winner, Venice Film Festival, Edinburgh Film Festival.

Source: International Film Bureau (sales and rental)
Contemporary Films - McGraw-Hill (rental only)

THE COW (Grades 4 and 5)

Color (non-dialogue). 10 minutes

This film probes aspects of cows, particularly the shapes and colors of the bodies, noses and hides, the swishing of tails. A little girl watches a newborn calf struggle to stand, and then to eat for the first time, courtesy of mother.

All teachers reacted favorably to this film. Their recorded student reactions indicate that "many enjoyed it and its presentation of nature"; "most seemed touched by its loveliness, some were silly about certain scenes, but only a few were embarrassed by it."

Activities:

1. Discussed feeling about the film -- textures, maternal relationships, etc. Key words noted on board.
2. Read: "The New Baby Calf" by Edith H. Newlin
   "The Cow" by R. L. Stevenson, from Time for Poetry
   "The Pasture" by Robert Frost
3. Discussed sources for finding more information about cattle and dairy farming.

Commentary:

One of the outstanding features of this film is the brilliant photography -- brilliant not only from the point of view of the cinematographer but also from the standpoint of vivid color.

Its simplicity is part of its beauty, for it is visually poetic.

Both language arts classes and science classes will find various uses for it on levels from grades 1-5, particularly.

Blue Ribbon for language arts, American Film Festival.

Source: Churchill Films

PIGS (Grades 4, 5, 8 and kindergarten)

Color (non-dialogue). 11 minutes

The film opens on a farm in the early morning, as a large sow rises and grunts, facing the day. We see piglets feeding, fighting, wallowing in mud, playing, and strolling. We see a variety of snouts, tails, hoofs, and personalities. All in all, a pig's day, briefly told from many angles.

Children showed so much enthusiasm for this film that one teacher put away her scheduled lesson to answer questions. She felt this to be extremely valuable since her students reacted "in an urban way to the mud, piglets nursing and other facts they called 'gross' and 'basic.'" After discussion the children produced many creative assignments. One particularly good example of writing that came from viewing this film is as follows:

> "Mud and Flowers Do Not Mix"
>
> "The pigs were fat, ugly, and dirty. They were living in a muddy atmosphere, yet within yards was a beautiful field.
>
> There are people that live in unsanitary slums filled with dirt and then there is the 'field'....
>
> The affluent society living in the suburbs.
>
> There's a huge difference between slums and suburbs. Flowers and mud do not mix."

Activities:

1. Ask children to list (in 2-3 minutes) as many words as they can think of that they associate with the film. Then ask them to list the five senses. These can be placed on the chalk board. Ask for words from the children's lists that can be "touch" words (scratchy, rough, etc.), "sight" words, etc. Have the children use as many of their words as possible in a written theme. Their story can be about pigs or can be about something else. The result should be a nice piece of descriptive writing.

2. Children could also draw political cartoons from the film using "pigs" as a symbol for something else.

3. Children could be asked to write their evaluation of the film PIGS.

The following are some examples of Grade 8 writing:

(A) "I thought while seeing the film that what meaning did it have? Why was this movie made? I found the movie absolutely sickening. This particular film was and is a waste of time. The other two films were worthwhile. I would like to continue seeing these films."

(B) "It was an interesting film. It showed the life of a pig which looked very dirty. When they eat it must bother the other annainals because they all look at them real funny."

(C) "The movie was very interesting and funny. It was interesting in the way that we found out why they took mud baths and how they got it off.

Funny in the way that we saw how they scratched themselves when they feel an itch. Interesting because we got to see how they nurse their young. Funny in the way that they young want about getting their food, because they piled themselves on top of each other."

Some of the children of Grades 4 and 5 had some equally interesting responses:

(A) "One cool summer day Mr. Jones got up at 6:00. He got dressed and had his breakfast. ("Hurry. Please.") He walked to his tractor. ("Hurry") Slowly he started up his tractor. Slowly down the road he went ("Faster faster") Finally he got here.

We all woke up as he poured our food. Smak! push! ugg! oink! ouf! uuggg! Swish! splot! spash (we are fighting for food) spp spp slurp slurp ooh splot sluk smsh shh, that livened us up. After we raced to the mud pile and we played in it we were attacked by flies itch itch itch itch ahh itch ahh itch ahh itch itch ahh itch itch itch itch ahh. Well, we sure got rid of them!

Nursing time mm milk. My mom murses eleven piglets at a time.

We played in the tall grass. O I'm tired. It's been a long day. Good-night

ughh - ssss"

(B) "Burying their noses in the mud
Grunting, sucking,
And then there's food.
And now one little pig
left alone
Squealing for its mother helplessly.
And then its mother comes:
A squeal of joy!
And now silence.
They go back with the others
And all rest."

(C) "A Pig's Point of View

As you know, you saw a movie about me this morning. The movie, it wasn't really that bad; in fact, it was kind of fun. Some day you ought to try playing in the mud. You thought I looked like a fool playing like that? Well, that's the way us pigs are. I think you saw me -- I was the fattest one there. Mr. Sohn showed you kind of funny things about us pigs, but we were just a little high that day and sometimes he caught us in the funniest positions. Then you saw the way they feed us pigs. They feed us like meece."

Commentary:

This film, like THE COW, probes aspects of an animal. Through fine photography and expert editing (with a sense of humor), an animal that is ordinarily considered gross becomes beautiful.

This is an excellent film for stimulating writing, either poetry or prose. It is excellent for promoting keener observation, and can provide springboards for studying other animals or people in actual life. Blue Ribbon for language arts, American Film Festival. Useful on all grade levels.

Source: Churchill Films

STILL WATERS (Grade 8)

Color (non-dialogue). 12 minutes

Morning begins on the lake. A turtle sits on a log, then suddenly drops into the water. We follow him under the water and begin an underwater experience with the fish who live there. We see fish catch frogs and ducklings for food. A motorboat appears and we see the tables turned as a fisherman hooks two fish and we watch them struggle for survival. The second fish escapes the hook, the motorboat starts, and the film ends.

Children and teachers showed they appreciated this lovely film.

Activities:

1. After reviewing the sequence of events in the film, children might discuss the title and if they thought it was appropriate or not.
2. Pupils asked to write papers related to birth, survival, and death.
3. One example of such a paper follows:

   "Still Waters related to survival because it showed all the hardships the animals had to go through to remain alive. They had to find food, and they had to defend themselves. The movie brought to our attention all the things that happen in the water which we hardly ever think about. Another aspect of the film is that not only the animals in the lake must struggle for survival, but man, too, has to fight to live. I thought the movie was saddening in a way, because it showed the water life struggling for life, and sometimes not succeeding."
4. Pupils were asked to list some creative activities they would like to pursue. Some of their replies are:
   a. Take pictures of fish in water.
   b. Make a wooden fish in shop.
   c. Bring an aquarium to school and do research of different types of fish.
5. Class might prepare a list of words (as a free association list) the film evoked. Examples from such a list might be: bubbles, fish, clear, water, frog, realistic, wet, blue, green, turtle, fresh, spring, flowing, violence, hunger, life, death, gulp, etc.

Commentary:

The theme of the film is stated at the beginning: birth, survival, and death. It is a realistic film in showing that underwater creatures hunt down food and are also hunted, sometimes by men.

Remarkable underwater photography by Elgin Ciampi made the film an unusual experience in a world rarely seen by humans. It involves the senses in its beauty.

Language arts classes will find it useful as a visual essay (theme, contrast, point of view, dramatic conflict, characterization). Science classes will appreciate it as an aspect of biology. It is a superb film experience.

Source: Contemporary Films - McGraw-Hill

DEGAS (Grade 8)

Color. 25 minutes

DEGAS investigates the life and work of the famous impressionist. Matching shots of paintings of ballet dancers dissolve into real ballet dancers. Many of his works are shown as the film combines painting and reality.

This film did not receive a positive response at either of the junior high schools where it was shown. Some children's reactions show critical viewing. Some liked the film very much, others did not. Some examples of written comment follow.

(A) "The movie seemed to move rather slowly. It didn't stimulate much interest. It didn't have enough pep or life."

(B) "There was a sharp contrast between the live dancers and the paintings. The paintings had softer lines and color than the real dancers. I did not like the film, it didn't say anything or hold any real meaning."

(C) "I didn't even know him. I think it compared to the other movie by form and hobby. I think the movie was O.K. When he died the Ballet dancers disappeared."

(D) "We rate this film at 7, 10 being the highest, 1 being the lowest. This film wasn't very good, because it was boring. We don't like the way the film was put together. We enjoyed the pictures of the 'real' ballarines dancing. Most of his paintings were good, but we didn't especially like the pictures of the horses.

Another reason why we really did not enjoy it is because we are not interested in art.

There is one good point from the movie. Many drawings of each type he drew were shown."

(This last letter was the joint opinion of four students)

Commentary:

This film is appropriate for art and humanities classes. It is probably most suited for upper grade levels. Here is clearly a case where students need motivation toward art and ballet beforehand, plus some orientation to the artist. It could be useful to use as an example of how an artist perceives.

Source: United World Films

VERGETTE MAKING A POT (Grade 8)

Color (non-dialogue). 10 minutes

The famous potter, Vergette, is shown making a pot from the beginning, with unshaped clay, to the firing of the pot in the kiln. The whole process is shown to the background music of a sitar.

Children discussed the process of creating a pot. All seemed to admire the workmanship involved in making a vase. One teacher concluded, however, "that junior high school students are not generally interested in the fine arts type of film." From a lack of student material and teacher activities, it would seem that the Degas and Vergette films were not highly stimulating to students.

Some written comments by students are:

(A) "The music coordinated with the movements acted as good stimuli which strengthened the interest."

(B) "I think the movie was good in some ways, and not so good in other ways. I think the loud music bothered me a lot. But I liked the slow sureness that the man had when he was using his wheel. I did understand the care the potter took in painting it, and baking it. He took such great pains to make everything just right. He worked skillfully, and he is concentrating very intensly. He had pride in his work. That's important."

(C) "I think the film was pretty good. I made a pot last year but it wasn't on a potter's wheel. I liked some of the close up pictures also.

The potter first cut the clay at an angle. Then he sort of shaped it like a block. he put it on the potter's wheel and started it up. He put some water on it and start shaping it like a pot. he dipped his hand in some water and put more on the pot. then he stuck is fingers around it and his thumb down in it and made a hole. When he made the hole and shape he put it in the kiln. After that he put the painting on it and put it in the kiln. I think it was a hobby."

(D) The following is a combined opinion of four students:

> "We rated this film as 8-½ with 10 the highest. It kept us interested because we really didn't know what was going to happen next. It was good when he showed the techniques and tools. It was interesting the way he painted the pots. It would have been better if this film was narrated so the explanation would be easier."

Commentary:

Although the film sounds specialized, it is a good example of the creative process. The camera work and editing give the film a rhythm that works nicely with the sitar background. If one feels that the study of processes is important, films like GLASS, VERGETTE, and WHY MAN CREATES are excellent representatives of such films.

Some preparation or focus along these lines with the students before screening the film would probably be helpful. Art and language arts classes would find the film useful. One striking aspect of the film is its high degree of tactility.

Source: International Film Bureau

RUN (Grade 8)

Black and white (non-dialogue). 16 minutes

This film portrays a man running in apparent terror from an unknown pursuer, passing through many scenes of contemporary urban life. In the end, he buries himself and we discover that all the time he has, in fact, been fleeing from himself.

This film was very favorably received. The teachers seemed to feel that their students were able to look at the film in depth. A student was overheard to say, "I'll bet he's running from himself." Another said he was running from fear.

A written activity was the only one used and several student papers follow:

(A) "I think this movie is about a man who is running away from himself and his life. The man in black who is following him represents the man's problems. He is trying to run away from them, but at the end he is overtaken. The problems become too much for him, and he finally dies (or at least disappears). This movie was really cool. It was also sort of crazy, but I thought it was truthful in saying what it said -- or at least what I thought it said."

(B) "I think the man in "Run" was running away from death. I thought this because of the symbolizm. The man in black was death. He always followed the man and in the end he caught up with him.

The movie I think was trying get across to us that this man was afraid of death so much that he could live, so he decided to die and buried himself alive.

He (the runner) was so scared he went insane. He was so afraid of dying, he decided to die. The man in black and the grave digger were both the runner which symbolizes suicide."

(C) "Must get away. Someone is after me. Who? Why? For what? Wherever I go, wherever I look, he's there.

> Death was after him. It was driving him insane. He cracked up and fell to pieces. Soon there wasn't any reality. He must get it over with. He buries himself thinking that if death passes he will be able to relax, be free, relax, relax,......"

Commentary:

There is a surrealistic flavor to this film that seems to stimulate student interest. It is very useful in language arts classes for creating discussion and stimulating writing. It might even lead to reading books dealing with the theme of alienation.

Source: Brandon Films

PADDLE TO THE SEA (Grades 2, 3, 5) School A

Color. 28 minutes

Based on the book by Holling C. Holling, the film is concerned with a hand-carved Indian in a boat, made by a young boy. The boy releases the boat with the hope that it will eventually reach the sea.

"Paddle" encounters many narrow escapes as he is fished out by a young boy, passes a forest fire, and survives the locks on the Great Lakes. He finally reaches the sea, when a lighthouse keeper takes him from the water, then returns him to the sea to continue his adventures.

One of the teachers commented that "if information had been received prior to the showing there would have been a readiness on the part of the children to learn and benefit more. The children enjoyed the film and reacted in both discussion and written and art forms."

Activities:

1. Read from the book Paddle to the Sea and showed the illustrations.
2. Vocabulary was developed and written on chalk board.
3. Children were given picture story paper and given choice of writing or drawing or both.
4. Stories by children were read (shared) with peers.

School B

This film was shown to fifth, third, and second graders. All teachers gave the film the highest rating they could. One teacher described his children's reactions while viewing the film commenting on their "roars of laughter" and "squeals of fear." Another said that children could easily relate to the film since many are familiar with boats. Children expressed feelings of sadness, happiness and excitement during the discussion period which followed the showing of the film.

Activities:

1. Discussed message of the film.
2. Creative writing:
   a. How the Indian must have felt.
   b. How I would have felt paddling through the sea.
3. Making a model boat.
4. Drawing boats and waxing the bottoms so they can float in the water.
5. Making a real carving of Paddle.
6. Exciting discussion of other adventures Paddle may have had.
7. Finish the story through creative writing.
8. Draw pictures of Paddle's other adventures.

Some examples of writing by the children:

(A) "How I Would Feel Paddling Through The Sea. If I was that Indian ridding in a boat through the sea I would feel sad. There are many dangers of the sea. There are snakes, and many kinds of dangerss fish, water falls, and many other dangerss things in the sea. There are many big ships that could run over you."

(B) "How Eagle Feather Must of felt when...
Eagle Feather must of felt pretty scared when he went down Niagra Falls! Some of the people said that nothing can servive the waves of Niagra Falls. The waves were VERY high. But soon he was in calm water."

(C) "How I would feel Paddling through the sea.
It would be exciting
and I would be eksked.
I would not like to go because there would be loos of
shark's and big Fish. If I went on a boat I would
like to go with someone bigger than me. and if I went
to the sea I would go on a big boat. and if I went
to the sea marybe it would be fun.
One time I went on a boat and it was fun
The end"

Commentary:

As an example of film literature for children, this has to be one of the best. The camera work, the brilliant color, and the sustained action interest the children thoroughly.

Useful from levels kindergarten through sixth grade, it is an exciting experience for language arts and social studies classes. Made by the National Film Board of Canada, it has won many awards.

Source: The National Film Board of Canada
Contemporary Films - McGraw-Hill (rental)

A PLACE IN THE SUN (Grades 4 and 5)

Color. Animation. 5½ minutes

Two figures compete with each other for "a place in the sun." One wins, then loses to the other. In the end, cooperation leads them both to victory.

Most teachers of the fourth and fifth graders who viewed the film said that the children enjoyed it very much. "Most of the children simply enjoyed the film but didn't see too much meaning." Several felt that showing this film with THE COW was "too much as one destroys the mood and feeling of the other."

Activities:

1. Discussed the moral (you can't do anything without cooperation, the symbolism of "a place in the sun," compared the film with THE DOT AND THE LINE).
2. Children worked out pantomimes.
3. Discussed the ideas of "sharing and giving" and "give and take."

Commentary:

Levels kindergarten through sixth grade would find this film most useful. It is appropriate for a discussion of "theme" in language arts or social studies classes.

Source: Encyclopedia Britannica Films

QUEER BIRDS (Grades 4 and 5)

Black and white. Animation. 8 minutes

Two very odd-looking birds, one large, the other small, cavort through a series of adventures that include a very threatening cat. Through cooperation, they escape danger.

Teachers and students loved this film. Teachers said it was "uproarious," "amusing," "imaginative." One teacher said her children "thoroughly enjoyed the film -- wanted to see it again." Another said that the film "inspires one to create one's own queer bird."

Activities:

1. Discussed the simplicity of the film -- just the simple outline of odd-looking birds. Discussed animation and how it works.
2. Created queer birds and gave them names.
3. Discussed fact that it was a foreign film, but that ideas know no national boundaries. No language barrier because of activities and expressions of characters.
4. Chose new title for the film.
5. Drew cartoons telling a story. Some did booklet cartoons showing motions.
6. Discussed the ways the birds helped each other and how people can help each other.
7. Group discussion centered around the film's characterization of Father Bird, Baby Bird and other Queer Animals. Listed words that described personality characteristics of the above.
8. Wrote stories: Queer Animals (true and imaginary)

Commentary:

The whimsy in this film and the ingenuity of the animation make it a delightful experience. Useful on all levels for language arts, a study of the nature of humor might emerge from screening it. Also, it can stimulate writing and art.

Source: Contemporary Films - McGraw-Hill

WATER'S EDGE (Grades 4 and 5)

Color (non-dialogue). 12 minutes

The various aspects, forms, and rhythms of water are shown as the film progresses from melting ice to the tremendous force of waves.

This film was shown to fourth and fifth graders and it seemed to meet with mixed reactions. Generally, teachers enjoyed the film but recorded their pupils' responses as being "muted, quiescent." One said that an older group might have shown greater spontaneity.

Activities:

1. Class discussed lakes, oceans, creeks, pools, fountains they had known.
2. Discussed the progress of a drop of water to its end in the ocean, listing the different places it stopped and passed through.
3. Drew pictures of favorite scene.
4. Discussed the different moods, patterns, etc. of water. Children's responses included:

   The Magic of Water
   The Power of Water
   The Beauty of Water
   The Danger of Water

5. Children wrote poems beginning with the words "Water is . . ."
6. Children discussed the title of the film.
7. Children wrote poems using title and descriptive words they had put on the board as a class.

Commentary:

This film is beautiful and illustrates variations on a theme or topic. It can be used in upper elementary grades and high school in science, art, and language arts. Poetry or essays may come from screening it.

Source: Encyclopedia Britannica Films

THE DOT AND THE LINE (Grade 8) School A

Black and white. Animation. 6 minutes

This is the story of the courtship of a dot and a line. Throughout the film, as one flirts with the other, they change into beautiful geometric shapes. In the end, love conquers all.

Reactions of eighth grade teachers and students were extremely favorable; both gave it a high rating. At one junior high school, an all-school play of the same title had been given the previous year and some children had participated in it. These led to a discussion of the play last year and how the cast had interpreted the meaning of the story. Some classes also discussed fables, the personality types of the dot, the line, etc. One teacher had her class write the words "line," "dot," "squiggle" on the top of their papers. Beneath each word they were to list as many other words that would describe the personality characteristics of each. They could work alone or in groups. The children responded with some of the following:

1. Line: stiff, dignified, proud, lonely
2. Dot: fickle, swinger, impartial, carefree
3. Squiggle: happy-go-lucky, uninhibited, happy, unsightly

Other activities included:

1. Writing proverbs related to the film. Many were excellent:
    a. "Confidence can only be part of the beholder"
    b. "Never be a square!"
    c. "Morals are hard to find for the story of the dot and the line"
    d. "If your looks don't succeed, your personality can"
    e. "Don't judge a person by his angles"
2. Children could draw cartoons using a dot and a line.

3. List or draw as many shapes as seen in the film. Then write down any object that is made from that shape. Children's examples included:

   a. Line: flagpole
   b. Rectangle: blackboard, notebook, paper

(Grades 4 and 5) School B

All the teachers of fourth and fifth graders expressed enthusiasm for this film and used many superlatives to indicate their students' reactions. Many interesting activities were suggested:

1. Discussed straight lines, geometric forms and then made designs using straight lines which could be displayed.
2. Drew pictures or wrote poems about the film.
3. Read book Dot and the Line to students and drew abstractions using lines and dots or squiggly lines.
4. Discussed meaning of words used in the story, such as "moral."
5. Used film as the basis of a discussion for "improving ourselves."

Commentary:

Ingenious animation and story concept make this a delightful experience for students. It crosses discipline lines, making it useful for language arts, mathematics, and art at almost any level. It shows how abstract forms can take on personality and character. Winner of the Academy Award.

Source: Films Incorporated

NUMBERS (Kindergarten and Grade 8)

Color. Animation. 10 minutes

The soundtrack consists of American music from the 1900-1925 era, while various numbers are animated and we soon begin to follow the adventures of number 1, as he refuses to conform to mathematical logic.

Teacher reactions toward this film differed. One teacher said the "music was great! Loved the use of the old recordings." Another said, "Numbers wore me out, but perhaps that was the purpose!"

Students reacted differently too. Some were enthralled while the film was being shown; others appeared restless. Another group, though engrossed during the viewing, reacted negatively in class, saying, "It was basic," "that was for little kids," "too simple."

One teacher indicated a problem. She seemed to suggest that trying to discuss NUMBERS after viewing OVERTURE was difficult. Perhaps OVERTURE had "over-powered them for the 'simpler' film emotionally."

Activities:

1. Discussion

2. Designs using numbers

"Numbers"

We rated this film as 7½ we liked this film because it was put together good. It was clever and had some humor in it. It taught us how to count. The photography was good and the sounds of paino fit it! We though parts of the film was boring and it could of been a little shorter!"

(Grade Kindergarten)

One teacher commented, "I enjoyed the film -- thought it very clever. It would have made a nice theater short subject. The children watched it and especially liked the part where the numeral 1 became animated."

Commentary:

A clever film which can be used on higher levels to teach symbolism, yet is entertaining for younger children and motivation for the study of numbers in mathematics. The animation is unusually good.

Useful for language arts, film study, and mathematics on all levels.

Source: Contemporary Films - McGraw-Hill

JACK AND THE BEANSTALK (Kindergarten and Grade 2)

Color. Animation. 18 minutes

This is a rendition of the Jack and the Beanstalk fairy tale by Lotte Reiniger through silhouette animation.

Kindergarten children appeared to enjoy this film. They wanted to know why the people were silhouettes and why they couldn't see their faces. The teacher said,"It was an unusual takeoff of a good story... I was disappointed with the story."

The second grade teacher said it was too immature for children aged 7-8.

Activities:

1. Drew pictures.
2. Discussed story from a moralistic point of view.

Commentary:

Teachers may or may not agree on whether the variant version is better than the original. Very young children (Kindergarten and Grade 1) will probably enjoy the film.

Source: Contemporary Films - McGraw-Hill

TWO CASTLES (Kindergarten and Grade 8)

Black and white. Animation. 3 minutes

This very short film shows a knight from one castle attacking another castle on a hill next to his. The surprise joke is that the other hill turns out to be a giant's head, and the castle which was attached is actually the giant's crown.

Student reaction to this film can be interpreted as "medium." One teacher recorded the following: "There was no strong positive reaction but a few strong negatives." Another said that "the pupils could not accept the humor as being humorous . . . they described it as 'weird,' 'dumb,' 'stupid,' 'not funny.'"

Activities:

1. Students discussed TWO CASTLES in comparison to QUEER BIRDS.

   The similarities were mentioned:

   a. No narration
   b. Animation
   c. "Unusual humor," etc.

2. Just as QUEER BIRDS exemplified the meaning of friendship, these children felt that TWO CASTLES showed the meaning of Courage and Determination. They were asked to write their own definition of "courage."

3. Draw a cartoon with no dialogue.

The teacher thought the "film was unusual but was difficult to watch. There was a bad glare which the white background magnified. The children thought it was funny and laughed throughout the film. Their comment was 'we liked the part where the king popped out of the snow.'"

Commentary:

Surprise is the essence of the humor of this film. It does develop the theme "Things are not always what they seem to be." In language arts, it could be used to teach the nature of humor, narrative line, and the surprise ending. Useful on all levels.

Source: Janus Films

ADVENTURES (Grade 2)

Color. 13 minutes

A baby raccoon wanders from its home and has several adventures, including capture and escape from a small boy and a chase by a lizard.

The teacher felt the film was enjoyable and good for children of kindergarten to third grade level. It was "cute," "sad" and "happy."

Activities:

1. Discussed parts liked best.
2. Follow-up composition and pictures.
3. Dramatized parts of story.
4. Made silhouettes of the adventure.
5. Wrote original animal stories.

Commentary:

The photography and editing are excellent. The soundtrack is narration by a child and a man. The film works well for children, grades kindergarten through five, and it is one of the most charming animal films. It can be used to motivate the reading of animal stories and also can lead to nature study..

Source: The National Film Board of Canada

ONE LITTLE INDIAN (Grades 2, 3, and 4)

Color. 15 minutes

This is a story of an Indian boy with a magic bow who pays a visit to the city and thrills a rodeo audience. Bewildered by traffic outside the arena, he learns basic traffic safety rules from the city people.

Comments on this film included: "colorful," "charming," "entertaining," Had a message concerning safety plus human relations -- kindness, thoughtfulness, feeling for others. Children were spellbound and later indicated they had "heard" what was being attempted.

Activities:

1. Art (paper cutting)
2. Discussions at older grade levels
3. Music, Indian rhythms
4. A natural for puppetry

Commentary:

Done with puppet animation, the film is very useful for health and safety teaching for grades kindergarten through five.

It can also lead to a discussion of Indian culture.

Source: The National Film Board of Canada

RAILWAY WITH A HEART OF GOLD (Kindergarten)

Color. 15 minutes

An abandoned narrow-gauge railway in Wales is restored to run its original route from slate mines to the sea.

The film was interesting from an historical point of view. The photography was beautiful. The children watched without much reaction. They did not care to see it again.

Activities:

1. Made a train from chairs.
2. Sang several train songs: "I've been working on the railroad," "Rock Island Line" and "Down by the station."

Commentary:

Children often react well to films about trains. Possibly children from grades two through five would find this film more interesting than students in kindergarten would. It can lead to a discussion of the role of railroads in our history. Good for social studies, primarily.

Source: Contemporary Films - McGraw-Hill

A WINDY DAY (Kindergarten)

Color. Animation. 9 minutes

This film explores the diversions and fantasies of two girls on a windy day. They play "let's pretend" throughout the film, and their imaginative adventures are visually portrayed.

The film has great merit for teachers to view. It displays what can be done through creative dramatics when combined with the child's imagination. The children watched the movie twice. The point of the film went over their heads. The fact that it was animated made the film enjoyable.

Commentary:

This is excellent for encouraging imagination and role-playing. The Hubleys (Adventures of an Asterisk, The Hat) have created a charming and beautiful film, using the actual tape-recorded conversation of their daughters (as they did with Moonbird). The film was nominated for the Academy Award. Useful for grades kindergarten through nine (possibly above).

Source: Grove Press

SEBASTIAN THE SCATTERBRAIN (Grade 2)

Color. 11 minutes

Using actual animals, the chick, Sebastian, wanders from home and encounters the dangers of the woods.

Only one teacher recorded comments on this film. Her reaction was very positive. But she mentioned that the sound was not very good. "It was difficult to understand the animals."

She said that the children thought the frog was especially funny. They were impressed by the animals coming to Sebastian's rescue and they applauded at the end.

Activities:

1. Brief dramatization of favorite animals.
2. Pictures of some part or parts of the film.
3. Discussion of Sebastian and why he was considered a scatterbrain.

Commentary:

This is a charming animal story for very young children, grades kindergarten through two. It can encourage story telling and role playing.

Source: Contemporary Films - McGraw-Hill

WHY MAN CREATES (Grade 8)

Color. Animated. 25 minutes

As the title suggests, this film examines the nature of the creative process. The topic may sound dull, but the execution of the idea, in several episodes, is so imaginatively done through animation, special effects, and brilliant cinematography, that the total effect is both inspirational and informative. The film covers the history of man's creativity in humorous, animated style, then proceeds to examine various aspects of the process, usually through humor or irony.

This film received a consistently high rating from children and teachers, even though some students indicated that they did not understand much of it. Many teachers' comments indicate that the film was disconnected, that there was little unity between episodes. Many chose to discuss the word "creativity" and one teacher got into a discussion about grading creative work. Children saw an incompatibility between a "letter grade" and a child's creative effort.

Activities:

1. Assign students to do something creative to bring to class (these are impossible to reproduce but include marvelous pictures, models, sculpture, collages, etc.)
2. Creative writing or drawing (see also attached).
3. Evaluation of the film:

   (A) "The film Why Man Creates was one of the best films I have ever seen. It was very well organized so that you knew what catagory each new idea was grouped under.

   The beginning gave a quick but clever run through of world history showing the cavemen, Eygption, Romans, discovery of telescope, numbers, phone, cars, planes and so forth up to modern times.

   The film went through more catagorys such as fooling around and judgement. The objects in the film were completely varied. Some were butterflies, under water, stoplights, forms of art (paintings, sculptures, etc.), sunsets and many others.

This film held my attention and I would love to see more like it."

(B) "I thought the film was fantastic. It was one of the best movies I have ever seen. It had such great and inner meaning. It was so thought provoking that I find it very hard to evaluate. Creativity was displayed in the way the film was presented. To express creativeness it demonstrated it. You would have to see the film to understand how wonderful it is. I cannot express myself anywhere near to what the film deserves."

Commentary:

Although many films need little discussion beforehand, this film would probably mean more to the student if the class would talk about what creativity is before screening it.

The film is a perfect one to study in terms of film techniques. Since creativity affects all disciplines, it is useful for all students in any subject from grades five through adult. Saul Bass, one of the great film makers, made this for Kaiser Aluminum. It won the Academy Award.

Source: Pyramid Films

"WHY MAN CREATES

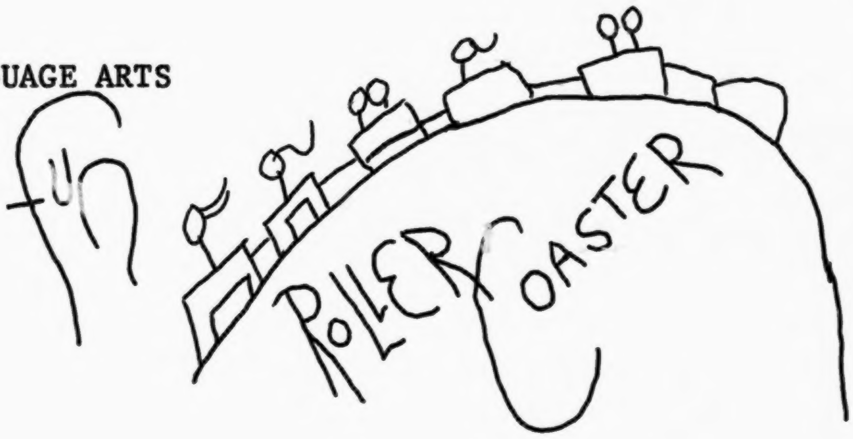
WHY DOTH MAN CREAT?
'TIS IT HIDDEN AWAY IN THE GREAT
ABYSS OF THIS WORD?

NAY! SAYEST ONE. THOU MAY FINDESTH
THE ANSWER ENTRONED UPON ALL THE 'TIMEFUL"
'ENTHUSIATING" "MAGNIFICENT" "CONCLOMERATIONS" BESTOWED IN
US BY OUR FELLOWS NAY! THE ANSWER POURS FORTH TO
LISTENING EARS THE CREATETH TO CHANGE ALL GIFTS
GIVEN TO US BY GOD TO FLOURISH WITH BAH

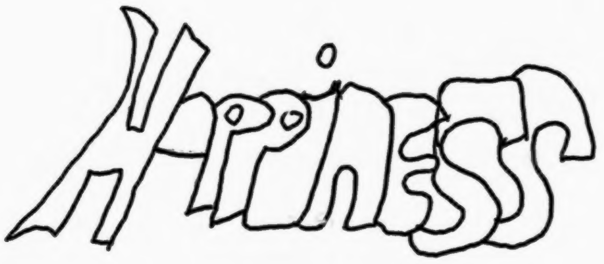
PRAY OLD MAN THYNE IDEAS ARE LONG DEAD
GOD GAVE YOU THESE TOOLS BY WHICH TO FURTHER YOURSELF
YOU MUST CREAT -- EXPRESS SHOW WHAT YOU
I FEEL DO NOT LET OTHERS SHOW YOU
SHOW YOUR SELF."

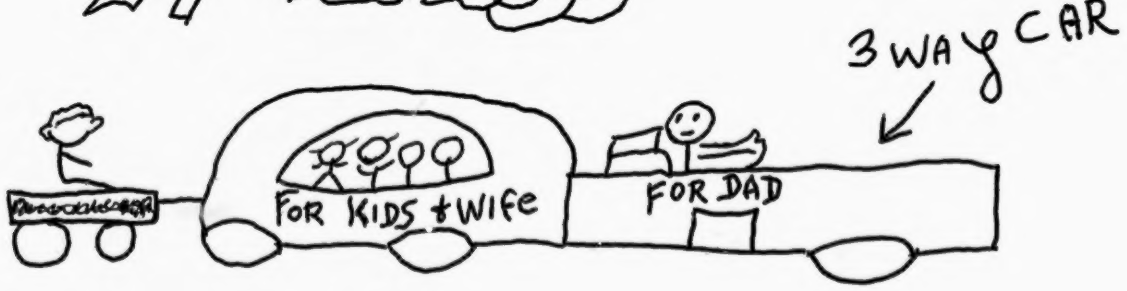
LANGUAGE ARTS

Man creates for

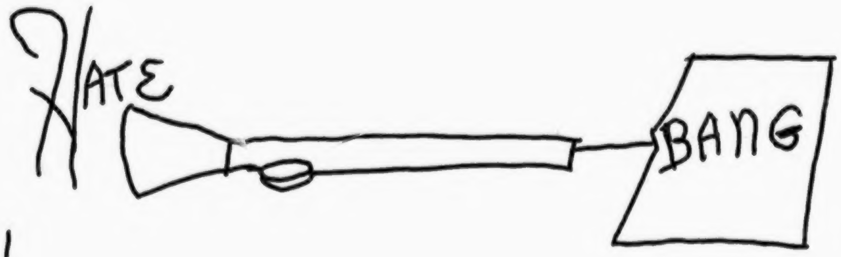

Fun
on a
ROLLER COASTER

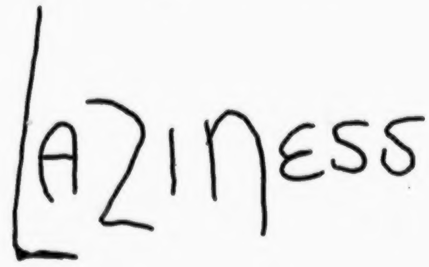
Man creates for



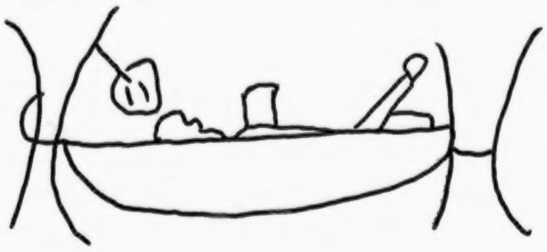

3 WAY CAR
FOR KIDS + WIFE
FOR DAD

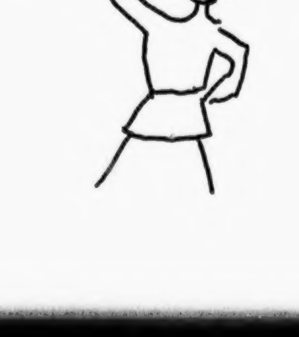
Man creates for





Man creates for



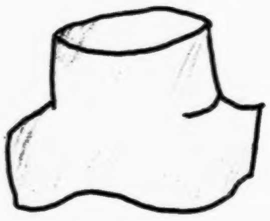


Man creates for HIS WIFE

"'Creation' Its Up To You!

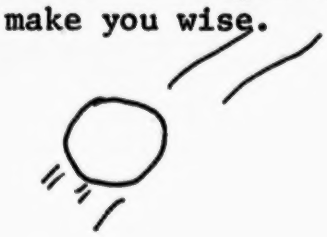
What is creation?
Imagination?
Know one knows,
Its up to you!

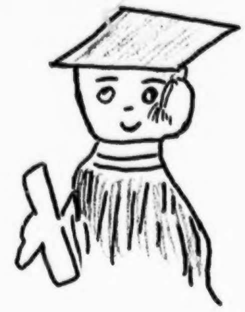
Creation may come about from curiosity,
To pry deeper into things.
Sometimes in your mind it clings,
Its up to you!



To create objects,to make or build,
Newer ideas,
More advanced and skilled.
Its up to you!

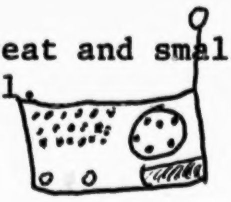
Each time a ball bounces a thoughtmay araise,
Creating things to make you wise.
Its up to you!



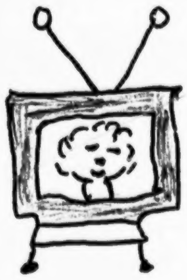


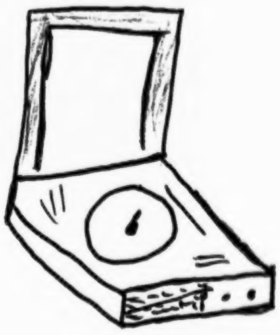
Who creates?
People great?
Anyone creates,
Its up to you!

People create things both great and small,
No one creates nothing at all.

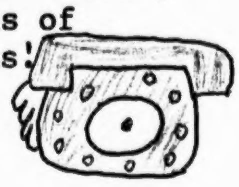


Everything you do or say,
Is creating something,
In some way!





The television, the telephone,
The phonograph, the radio,
Were all creations of
Great imaginations!



How do you create?
Drawing on a slate?
There are many ways,
Its up to you!

You may use your hands,
Or some tools.
Ya don't even have to go to schools!

Its all in your mind,
Its all in your heart,
Some is a pleasant work of art.
ITS ALL UP TO...YOU!!"

KNUD (Grade 8)

Black and white documentary. 22 minutes

Using old photographs and film clips, the film traces the life of Knud Rasmussen, the great explorer. It encompasses the various aspects of his creative life in fast moving documentary style.

This documentary film was very successful. Children reacted favorably to it, generally giving it a high rating.

Activities:

1. Children were asked to write about the techniques or devices the film maker used to get across the factual material about the man and his adventures. One example is the following:
    a. "The cameraman used different devices to show Knud's life. He used drawings of Eskimos to show Eskimos. he also used still pictures. He also used films and photographs Knud himself took while he was on the trip. The cameraman also used Knud's diary to explain his life."
2. After discussing how a documentary film differs from others, children were asked to pretend they were going to prepare a documentary film. They were asked to write a title, list types of materials and information needed and three different media used to produce a documentary.
    a. "Hockey
    Materials needed:
    Hockey record books
    look under H in encyclopedia
    Hockey books
    Hockey magazines
    Rule book on Hockey
    Newspaper articles

    Aids needed to Present:
    Hockey uniforms
        pads
        skates
        helmets
    Hockey sticks
        straight stick
        curved stick
        puck
        Films

Draw Pictures of rink players, goals."

b. "I could not use films because there just could not be any. But if there were to be any films I would use them. I would get most of my information from magazines and newspapers. In presenting my documentary if I had them, recordings of important events that happened since the McCarthy uprising in New Hampshire I would probably have pictures of Humphrey and show transparencies of specific magazine article."

3. Discussion:

   a. What is a documentary?

   b. How was the film put together?
   What different things were used?

   c. What things was Knud looking for?

   d. What were the different jobs or aspects of Knud's personality that were brought out in the film?

   e. What journey did he feel was the culmination of his career?

   f. What artifacts did he collect?

   g. What kind of man do you think he was to do the things he did?

   h. He had two or more "lives" mentioned in the film. What were they and how were they different?

   i. Was he a "special" person? How or why?

4. A written paper titled: "What It Means to Be Alone"

Commentary:

This is one of the best documentaries on why man explores. By using old newsreel clips, photographs, and action footage, the student gains a greater understanding of the drives that move a man like Rasmussen to penetrate the unknown. Particularly applicable for the Space Age, it is valuable for grades five through twelve.

Source: Contemporary Films - McGraw-Hill

AQUARELLE (Grade 8)

Color. 9 minutes

This is a portrait of a female Olympic champion from France. It examines how she trains, what strokes she employs, and shows her swimming in competition. It also, through her comments, indicates her philosophy of what constitutes a champion athlete.

This film was shown twice to the children. The accent of the narrator made it difficult at times to understand. However, two viewings helped. In all classes, teachers asked their students to write on the last statement of the movie: "First one beats others, then oneself." One example follows:

> (A) "To me the statement that she said means: First, if you enter any kind of competition you are setting a goal for yourself. The goal to win. In order to win you must finish before all the others. If you succeed in winning you may go on to other competitions and win those. After awhile winning over others might get to be routine and you might get bored. Then you would look for something or someone else to beat. Finally there would be no one except yourself to challenge. Then seeing this is all thats left, you go about trying to beat your own scores, times, records, etc. You keep working on yourself till finally out do yourself and finally have come to the end of your rope. This is how I interpret the quote "At first one beats others, then oneself."

Commentary:

The film is stunningly photographed and edited, making it useful for "film study" as well as for other subjects. The character of the champion emerges from the examples and her voice-over comments. The race at the end is an exciting climax, almost like a water ballet. Valuable for language arts, social studies, and physical education, grades four through twelve.

Source: Contemporary Films - McGraw-Hill

TRANSFORMATIONS (Grade 8)

Color. 18 minutes

This is an examination of change, leading up to the computer age. The film techniques are unusual.

Reactions to this film seemed to vary. Children rated it as a little above average. One assignment given by a teacher was for the children to write a short description of themselves as they saw themselves. They were then asked to state how they would like to transform themselves. This assignment seemed particularly interesting to this teacher. Two examples of her students' work follow:

(A) "I see darkness and colors floating around then I see my brown hair and glasses and the scare on my chik and my big nose and how big I am.

I would like to be thinner and a smaller nose. But I like the way I am but the things I mentioned."

(B) "When I try to see myself I can't see myself as I am. I see other peoples faces all put together in my face. So I really can't say that I see my face. I see others too that are in my face.

I think I would like to become more sensible and understanding so I could find out what is happening to the world. I would like to learn to be more positive and not so negative. On the whole I don't want to change my looks or anything like that - just my inner feelings about the things that surround me."

Commentary:

The cinematography makes this film particularly valuable for film study. It can also be used in social studies, science, and language arts, grades 7-12. It was made for IBM.

Source: Modern Talking Pictures

DIMENSIONS (Grades 3, 4, and 5)

Color. 14 minutes

Through pantomime with props, a man and a woman meet and furnish a house, which eventually disappears. Distorted measure and dimension are intended to teach the viewer what dimensions are.

(Grade 3)

The teacher who showed this film to third graders thought that the film was "Slap-Stick . . . aside from the idea of proportion," and questioned its value. Children laughed occasionally, but on the whole there was little response.

Discussion centered around the trick photography which interested the children.

(Grades 4 and 5)

An enjoyable film. Children were curious about how the film was made and how the idea was conceived.

Activities:

1. Pantomime using different sayings.
2. Skits, which the children wrote for each other.
3. Discussion of feelings about film and its various interpretations.
4. Listing possible ideas for creative writing.
5. Discussed concept of dimension.
    a. "Do you think there is a fourth dimension?"
    b. How would you travel, could you see, what things might occur, do you believe in the fourth dimension, etc.

Commentary:

A spirit of fun permeates the film as the couple makes the house, learning much about dimensions. Trick photography, using "pop-in" and "pop-out" techniques, adds a magic quality to the film. Useful for concept development, mathematics, and language arts, grades four through nine.

Source: National Film Board of Canada

"I think we would travel into the fourth dimension by going faster than time. If we jump ahead of time we are in a world we will be in soon.

It would differ little from our other world except things would appear more intricate. Like a building in the fourth dimension would have shapes and colors other than what we would see back in our world.

Colors would be important because in our world we see colors as what an object looks like. We see a tree with green leaves because it looks green.

But in the fourth dimension we will see the yellow and the blue that makes the green."

ESKIMO ARTIST KENOJUAK (Grades 4 and 5)

Color. 20 minutes

Kenojuak is an artist who works with prints transferred to stone for reproduction. The film shows her tribe moving over the frozen snow, building an igloo, and working on her art at night. It then shows the process of hand lithography and the work of other artists in the cooperative which the Eskimos have formed. It ends by showing how electric lights and other technology have affected the Eskimo culture.

(Grade 5)

The teacher reacted favorably to this film, especially to the photography and faces of people. The children seemed most interested in the people.

Activities:

1. List signs of modern civilization.
2. Make up a sign for yourself.
3. Drawings.

(Question) - What signs of modern civilization did you see had invaded the life of the Eskimo?

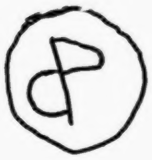
1. record player
2. snow mobile
3. houses
4. tin kettle
5. school
6. supplies in the school
7. bottle
8. film
9. projector
10. tennis shoes
11. heat
12. the pencils
13. blade
14. the paints
15. tools

Film

What sign of modern civilzation did you see had invaded the life of the Eskimo?

1. the pencil
2. the lady's watch
3. the style of the houses
4. the paint
5. the paint rollers
6. their burner
7. the kettle
8. the baby bottle
9. the tennis shoes
10. the hammer
11. the chisel
12. the blade
13. record player
14. snow car
15. blackboard
16. chalk

My Sign:



(Grade 5)

Consistently positive comments about this film. "It was very easy to start a discussion about this film."

Activities:

1. Discussion of Eskimo life in general (life in a cooperative, etc.).
2. Discussed present-day farm cooperatives.
3. Discussed different art forms.
4. Pencil sketches with shadows.

Commentary:

This film is not a dull documentary, but the story of an artist in a culture different from our own. It shows not only differences in customs but also the sources of much of the art and the different perceptions that Eskimos, due to the environment, have of life and the world. A striking film, useful in language arts, social studies, and art classes.

Source: Contemporary Films - McGraw-Hill

RUNNER (Grade 5)

Black and white. 11 minutes

This is a portrait of Bruce Kidd, a champion long distance runner from Toronto. The film studies his training and participation in a race, while the soundtrack includes a poem by W.H. Auden about the spirit of the champion runner.

This film was well received by students and teachers. They felt that there was a great deal of information gained.

Activities:

1. Discussion of different track events.
2. Discusses sportsmanship.
3. Research on track stars and records.
4. Research on the Olympics.

Commentary:

The camera work is fresh and exciting as we follow Bruce Kidd's grace and style on the track. Excitement builds as Bruce keeps "his cool." Auden's poetry enhances the beauty of the film. The theme may be stated in Auden's line "In the long run it is the cold stop-watch that tells the truth." Good for language arts and physical education, grades four through twelve.

Source: Contemporary Films - McGraw-Hill

THE GOLDEN FISH (Grades 2 and 5)

Color. 20 minutes

A boy wins a fish at a carnival and leaves it at home while he is away during the day. The canary and the fish entertain each other. Enter the cat, and the suspense builds when the fish jumps out of the bowl and is helpless. The ending is a surprise.

Both groups seemed to enjoy this film. Teacher of grade 5 said, "Human interest and suspense created by the actions of the animals created very high interest in the film." The second grade teacher said,

> "The choice of the film was surprising to members of the College Hill Human Relations Committee because it presents unfortunate stereotypes, e.g., the golden fish was more desirable than any of the black fish; the threatening and possibly destructive cat was (mostly) black."

Activities:

1. Students discussed and wrote out lists of characters and designated symbols or characteristics for each.
2. Art, especially color chalk or 3-dimensional pictures.

Commentary:

The film is brilliantly photographed, acted, and edited. A short story on film, it is excellent for the study of suspense and the surprise ending. As for the charge of racism, one has to probe deeply and stretch the imagination considerably to find racial overtones in the film. One might as well call the film pro-Oriental (the boy is of Japanese descent) if one uses this logic. In any case, the cat does not emerge as an enemy but as a friend. Useful in language arts classes, grades four through nine (possibly above).

Source: Brandon Films
Contemporary Films - McGraw-Hill

"Golden Fish"

I. Symbols

  A. Colors

    1. Red-happiness (flag)
    2. White-peace (part of fish & cat)
    3. Black-evil (cat)
    4. Orange-(goldfish)
    5. Yellowish-(bird)

  B. Animals
    1. Goldfish
    2. Bird
    3. Cat

  C. Looks of People
    1. Little Boy was small
    2. Old Man
    3. Other People were not wealthy looking, also wore sort-of shabby clothes.

  E. Moods of People & Story
    1. Excitement
    2. Sad
    3. Happy

Setting-In a Chinese Town

I didn't like it much because there wasn't sound which made it hard to understand."

THE OWL AND THE PUSSYCAT (Grades 2, 3, 4 and 5)

Color. Animation. 6 minutes

This is the famous Lear nursery rhyme, rendered into animated form.

Teachers of younger children highly recommended the film, saying their children responded to it very positively. Older children found it "silly" and "seemed to get silly when animated characters are used in films." However, to older groups it was entertaining.

Activities:

1. Used color tissue paper and starch and "painted" still life pictures. By overlapping colors, the students discovered they could make shadows of different shades.
2. Read nonsense poetry; illustrated one with chalk.
3. Discussion of different types of poetry.

Commentary:

Made with imaginative animation, this is an entertaining example of a filmed nursery rhyme. Grades kindergarten through third grade probably would find it most engrossing.

Source: Contemporary Films - McGraw-Hill

NAHANNI (Grades 3 and 5)

Color. 18 minutes

Albert Faille, a prospector in his seventies, pursues the dream and legend of Nahanni -- the lost gold mine in the Northwest Territory of Canada. Each year he searches this rough, gorgeous terrain, and each year he has been defeated by nature. The viewer follows him on this almost incredible trip through an awesome countryside, where he once more fails to reach his goal, but with dignity.

(Grade 8)

This film was especially well received. The children seemed ready for a "story" film, although they enjoyed the more "arty" films also.

The children responded to this film. One little boy, who asked to see the film again during his study hall, said, "I saw so much more the second time." Other comments from children were "fantastic," "I liked it," "amazing." One teacher recorded the following:

> Some commented same could have been accomplished without the narration. When asked how music alone would have conveyed the idea of years of determination, they felt flashbacks could have been used. "Why is it so important that the seven-year struggle be conveyed?" asked another student.

All teachers indicated that children really became involved with this film. One child questioned, "What would the man have done if he ever found the gold?" This led some students into a discussion about their goals in life.

Activities:

1. Write a character sketch of the man in the film NAHANNI.
2. Write a short adventure story of your own using one character (man or animal).
3. Compare the man in NAHANNI with the explorer in KNUD. What qualities of personality were the same about them? What was different about them?
4. Write a poem, essay or short story about "Why Man Conquers."
5. Discussion in class of the following:
    a. Defeat
    b. Frustration
    c. Gold thirst

6. Show the difference between the man in NAHANNI and the average American man.

7. Discuss the term "success." Relate what success was to this adventurer with their own definition of the term.

"Man's Desire to Conquer

A desire to conquer.
A desire to wander
To make a name
And fortune & fame.
That's what he hunted
Though the Nahanni was haunted."

"Evaluation of NAHANNI

The thought of gold can drive a man to never stop, or -- hardly ever stop. An old man, not caring about his age would figure he was near his death anyway. A good way to die would be in pursuit of something, if nothing else. He avoided sure-death continuations, like chancing the falls or being caught by winter. Only when he knew continuing further was worthless, did he stop."

"NAHANNI

The eyes of the weary man sought
to find gold glittering in the sun.
He was determined to find it.
Even if he went blind out looking
and waiting for his gold.
He was bold and brave and would wait.
He floated along the silky river at first,
and when it got rough he keep't on and
on. Even if he didn't find it he
hadn't lost any think but gained
something. He had gained his lifes
values."

(Grades 3 and 5)

Children of both age groups became quite involved with this film. All seemed interested in the man's character and teachers seemed to feel that it was educational to expose the children to Canada's wilderness.

Activities:

1. Diary. Each child pretended to be Albert Faille and kept a diary of the journey.
2. Listed character traits on the board and discussed their meaning.
3. Creative writing. "Albert Faille had a great desire. What's yours?" (How would you go about achieving it?)

Commentary:

Faille's determination to succeed against seemingly insuperable odds makes this an outstanding, inspirational film. The grandeur of the Canadian wilderness, combined with the tough character represented results in a very worthwhile experience for language arts and social studies, grades three through twelve.

Source: Comtemporary Films - McGraw-Hill

"Diary

1950 June: I had waited through winter and the rough months before it and after it. I had spent weeks getting ready. And know I could finally go! I had gone 7 times before and didn't make it something all ways happened. I would be famous if I made it through the Nahanni River. It would take me at least seven weeks to go half way. 700 miles.

1950 July 4th I got to Virginia Falls. I couldn't take my boat over the Falls so I had to take my things up the side. It would at least take one week. I take all the things up the hill 1 and a quarter miles. I had to make a new boat witch would take 2&3 days. Most likly a week. I finished the boat I was on my way again.

1950 July 18th I started out again through the river. It was going better this year because their wasn't an early winter. The water's were much rougher than I thought. When I got to the place were the chanel was, It wasn't there. It probley got washed away. There were rocks instead. It wasn't high and smouth it was the oppsited! I was pulling my boat ashore but it wouldn't go. I finally got it ashore.

1950 July 19th. I got my camp set up again. For a man my age "I was 73" It was pretty tough work. I had my heart set on getting that gold a man my age doesn't need to be rich but I wanted to be Famous before I passed away. I had a cup of warm coffe.

1950 July 20. The next morning after I had my cup of coffe I was thinking. I ducided that I couldn't go on. Maybe next year the chanel would form again. This is my 8th fime I will go next year for sure."

SYMMETRY (Grade 8)

Color. Animation (non-dialogue). 10½ minutes

This animated film illustrates the various aspects of symmetrical designs.

This film brought about a reaction similar to that of SHAPES and MOVEMENT. Basically negative.

Activities:

1. Could you learn about symmetry without dialogue?
2. Create a design that uses symmetry or find an example of symmetry in:
    a. Nature or art
    b. Advertisement

Commentary:

Here is a film that demands prior discussion and motivation. Contemporary Films - McGraw-Hill provides a carefully worked-out guide to the film for mathematics and art classes. With complementary instruction, this can be a very informative film for students, grades six through twelve.

Source: Contemporary Films - McGraw-Hill

THAT'S ME (Grade 8)

Black and White. 15 minutes

Alan Arkin plays a young Puerto Rican who enjoys playing his guitar (and enjoying life). He finds it difficult to adjust to life in New York City and city values.

"Sound was poor. Rather hard to understand -- yet the class found something interesting about the film."

Another teacher said, "I felt as though it should have continued. I didn't feel as if the two men had quite formed their relationship to each other. A few more verses of his song might have done the trick!"

Commentary:

The "conflict" between two life styles and cultures makes a serious-comic comment on American urban life. Arkin's performance is outstanding. This is a pertinent film for urban studies and social studies classes, and is also useful for studying "Characterization" in language arts classes.

Source: Contemporary Films - McGraw-Hill

AN OCCURRENCE AT OWL CREEK BRIDGE (Grade 8)

Black and white. 27 minutes

Based on the Ambrose Bierce short story, the film relates the suspense of a Confederate sympathizer who has tampered with bridge traffic and is consequently doomed to be hanged.

As the trap is sprung, the rope breaks and he falls to the water. The Union soldiers fire at him, but he swims underwater, floats over rapids, reaches shore, runs to his home, and as his wife approaches, we suddenly see his neck wrench. The escape has been entirely in his mind.

This film was highly rated by teachers and students. Children who saw the film in the morning laughed at some incidents. The afternoon group was introduced to the film. They were told that it concerned death and their reaction was completely different. It can be attributed to the brief introduction.

In discussion, one girl compared the film to a dream. She said that the people never let themselves get caught in dreams, so why should the prisoner allow the soldiers to hang him. The film was rated (in the afternoon group) after class discussion and children rated it higher than the morning group who rated it without discussion.

Activities:

1. Discussed techniques used in the film (flashback, repetition of scenes, slow motion, underwater photography, slowed sound, etc.)
2. Discussion of the song title "A Living Man" and what became important to the main character.

Commentary:

This is a great example of acting as well as of cinematography and editing. The suspense that builds more than once during the film is superb. It is most useful for language arts and social studies classes, grades seven through twelve. Some indication of the nature of the film is helpful before screening it (see preceding page).

Winner of the Cannes Festival Grand Prize.

Source: Contemporary Films - McGraw-Hill

WHALER OUT OF NEW BEDFORD (Grades 8 and 5)

Color. Animation. 24 minutes

In the 1850's an artist painted a cyclorama of a whaling voyage around the world. Francis Thompson made a film of the cyclorama, using folksongs of the period for a soundtrack.

Student reaction to this film (in two different schools) was consistently negative. Children frequently commented that it was boring. One teacher said that the music surprised them and its strangeness accounted for their laughter. Students said, "It was boring," "It was too long and it didn't teach us anything," "We couldn't understand the words of the songs," "We would have rather seen a real whaling scene."

Teacher comments varied. Many agreed with the children. One said, "One of the best films using this tecniques of filming paintings, photographs, etc. I've seen this year." One suggested that film have some introduction to prepare children for the musical background.

Activities:

1. Descriptions written: feeling, mood, color.
2. Write impressions of how it would feel sailing in an old ship for four years and never returning home during that time.
3. Discussion of folk songs connected with different occupations and their particular heroes (Pecos Bill, cowboys, John Henry, railroads, etc.).
4. What is a panorama?
5. What do you know about whaling?
6. Give a brief historical picture of the whaling industry to the class.
7. Research whaling and illustrate.
8. What was the film maker's purpose?

9. How was this film different than others you have seen?

10. What techniques were used to get information across in this film?

11. What technical devices were used to bring movement and some reality to the paintings?

12. Tell a story through 3 or 4 painted or drawn scenes.

13. Fifth graders discussed why they did not like the film and then wrote abcut how they could improve it.

(Grade 5)

Interesting to older children or adults. Children's reactions were negative and they seemed unable to understand the words to the music.

Activities:

1. Illustrations
2. Presentation of a whaling and fishing unit
3. Discussion and study of primitive art

Commentary:

This film can be a valuable and enjoyable experience for students if they are prepared for it beforehand. Some study and discussion of the whaling period in American history and listening to the folksongs of the period (perhaps reading the words, as well) would motivate the students and enrich the film experience. The painting is a remarkable accomplishment and an unusual avenue for studying an important period in American history. Social studies, grades five through twelve.

Source: Contemporary Films - McGraw-Hill

"Scene: On a boat that is in the middle of the Atlantic Ocean. Harpooning whales. Suddenly the biggest whale ever seen was sighted. I, Peyton Harrison is in a boat going after the whale. The date is July 8, 1943.

I, Peyton Harrison, experienced the most exciting adventure of my life. Hunting the most famous, and wanted whale in history "Maybe Rick". This whale is not an ordinary, dumb whale, but he is a very witty whale. He seems to be 2 miles long. "Maybe Rick" gets his kicks and fun from breaking whale boats in half. But enough about the whale. Now about the adventure.

About 3'o'clock, Sunday morn, I was awakened by the shout "Whales, Whales, all you landlubbereds, get outcha rotten beds, and git to your boat. There I was thinking, it was just another rottin routine. But when the captain said that there were whales, and one of them was "Maybe Rick" I nearly fainted, I staggered to me boat, and got in. I felt the buoyance of the waves. At last we casted off from the mother ship. After nearly three miles of rowing, we finally reached the whales. But, who should be right in front of us? But "Maybe Rick" in person. I got my harpoon ready, and aimed it at "Maybe Ricks" back, and then----I fired it. The second harpoon hit his back. "Maybe Rick" flew down the ocean, like if he had wings. Here I was, in a boat traveling a hundred miles an hour, and my, harpoon in his back! "Maybe Rick" twisted this way and that way, and even tried to ram us. But I held on stubbornly. At last after a 200 mile ride, "Maybe Rick" finally gave up. He rolled over, and died. But our biggest problem was to get back to the mother ship. We rowed and rowed, until we finally, found the mother ship. Boy, were we happy! Just one thing we forgot and that was. We should have put the whale on the raft. All that was left of him, after the sharks got to him was bones.

Later we buried him in the sea. We all watched him slowly sink, and we all knew there would never be a whale like 'Maybe Rick.'"

"If I Were Going to Make a flim about Whaling I would-take a trip on a whaling ship and flim it there. I would flim the things they need, and if I and my camra man were brave enough, we would go out on the harpon boat with the other men and flim them harponing the whale, and I would flim the whale after, it was dead. Then I would show the parts we sould sell."

"If I Were going to make a film about whaling I would

Put real people in in and real whales in it and take camra film of it in a halocopter."

MOVEMENT (Grade 8)

Color. 10 minutes

This is a study of the various aspects of movement in the environment.

This film was shown with SHAPES and was the better received of the two. One teacher commented on the film's excellent photography. Few other comments were made since most emphasized the film SHAPES.

Activities:

1. Written or graphic impressions of the film.

Commentary:

As part of a five-film series on observation, this film is well photographed and edited. It is useful for language arts and art classes, grades five through twelve.

Source: ACI

"Movement

Movement is everything. Movement is the wind rustling the leaves. Flowers that open at certain times during the day can move. Birds winging their way upward or soaring downward have movement. Movement is running, writing, reading, thinking, dreaming. Movement can be found from the very simple amoeba to the complex circulatory system in the body."

SHAPES (Grade 8)

Color. 10 minutes

This is another in the ACI series for teaching observation. It examines the nature of shapes in our environment.

(Grades 4 and 5)

Two teachers submitted comments. One said, "The children enjoyed both films tremendously. . .I thought they were most clever and well done." The other teacher said the "film seemed too mature for fourth graders" and that the children reacted unfavorably.

Activities:

1. Art lesson on shapes and movement. Discussed ways of showing movement on a one dimension surface paper.
2. Art lesson. Children cut construction paper in geometric shapes and pasted them on another sheet to make a landscape or figures moving.

(Grade 8)

According to teachers' comments the children reacted negatively to this film. "The students stated that the film was boring. They thought the musical background was very poor." One teacher said, "Discussion was most negative! Students are beginning to respond from familiarity! Please! Something . . . with a plot!" Students' comments ran as follows: "I thought they were dumb and boring," "Kind of boring but narrator helped," "Photography was good, but no climax," "Too monotonous."

Activities:

1. Creative presentation of "shapes." Show shapes in a magazine picture by outlining.

N.B. Most teachers did not make an assignment for this film.

Commentary:

These films need prior discussion and an integrated approach to teaching observation. Used as a total program, language arts and art students can learn much about one of the most important skills that should be studied -- the power of observation. Grades five through twelve.

Source: ACI

"Shape

We rated this films as a 4. The majority of the people stated that it was boring. Comments were made that parts were fairly interesting and colorful but their choice of music was very poor. Some gave points for the effort put into the film."

PRIMORDIUM (Grades 5 and 8)

Color. 12 minutes

The intent of this film is to depict the creation of the universe from chaos. Spheres move slowly together and gradually increase the movement in tempo. The effect is at once abstract and experiential. At the end of the film the spheres are in suspension.

(Grade 8)

There was an overall negative reaction to this film by students: "sick of these," "did he make this to make money or lose money," "if I wanted to see bubbles I would take a bubble bath with red glasses and a record . . . ."

Teachers' responses were similar: "This might be interesting as a two-minute film . . . but it was too long, too 'gimicky.'" Another said that the film "did not offer enough concrete images to stimulate discussion or writing in my classes." Finally, "Students have had too much of this type of film so they 'turn off.'"

Activities:

1. Discussed how students felt about how it was made.

   Examples:

   a. "Oil and water with heat applied and lights or lenses for color"

   b. "My little brother does that with oil, vinegar and food coloring"

2. Children were asked to make up titles for the film.
3. Teachers could use the film to discuss figurative language.

"Part of the Image:
An Experiment in Creative Drama with Film

by

Maydawn Murray
Creative Drama teacher,
District 65 Drama Department,
Evanston, Illinois

Multi-media is employed to stimulate creativity in movement and improvisational skills in the required Creative Drama classes in 4th, 5th, and 6th grades in District 65, Evanston, Ill. As a part of this program, the Pyramid film "Primordium" was used with three 5th grade classes at Walker School under the direction of Dawn Murray, District 65 Drama Department.

"Primordium" represents film-maker Jerry Pantzer's abstract interpretation of the birth of the universe. Shifting, twisting patterns of fluids are juxtaposed with those of bubbles floating, cascading, in multiple sizes and rhythms, bathed in colors related to the speed of the images and the Ravi Shankar sitar score.

In the beginning, movements are slow, the colors subdued. As the tempo increases, the bubbles become more active, the colors more brilliant until the climax of effervescent cascades of bubbles. Images resolve into a state of suspension in blue, spheres floating, the universe.

With the cooperation of Walker School's principal, George Kavina, a time was scheduled to enable all three 5th grades to view the film together. Later the same morning, each 5th grade met separately for their regularly scheduled 30-minute drama periods in order to extend their experience with "Primordium." Having seen the film once, the students were now to become a part of it--to be absorbed in it not as observers but as participants in the environment it creates.

This was accomplished by projecting the film, not on a screen as for the initial viewing, but on the back wall of the stage. The stage itself provided space for creative movement of children who responded to the movement of the objects in the film.

The drama classes were begun by Mrs. Ruth Tretbar, the drama teacher specialist, asking the children for their reactions to the viewing of the film earlier that morning. Words that expressed the effect of the entire film included "moving," "slipping," "slimy," "bubbly," "gooey."

Mrs. Tretbar then told the class, "We are not just going to talk about this film. You are going to go up into the film itself and move within it." She then referred to previous work they had done in drama class with transparencies. Basically the same technique was used with an overhead when abstract designs were projected on the back wall of the stage. When children moved on the stage, between projector and wall, they absorbed a part of the image.

Because of this preliminary work, the students were familiar with the total environment concept. As Mrs. Tretbar explained, the transparencies had color and pattern but they were "still." Film carried the concept a step further because of the movement of the images projected.

To reinforce the total environment concept, the children were instructed to become a part of that environment, to take on the character of a bubble or whatever image was projected at any given moment. Each group of five or six students took on the character in their auditorium seats and moved up onto the stage and into the image as the character.

The drama teacher side-coached the children to aid them in establishing a relationship between their movements and the quality of movement exhibited by the liquids and bubbles in the film. Side-coaching included comments such as "It's oozing forward, pulling you in, sliding you along...round bubbles, light and floating...It swirls you around but slowly, slowly it swirls...The bubbles drift down, cascade down, stronger and stronger. You're being bounced and pushed...You're spinning through space."

Approximately 3 minutes of the film was run for each group. The projector was turned off between each group's playing on stage. Although, from a film study point of view, the continuity and pacing of images was minimized because of the segmentation which resulted from turning on and off the projector at 3-minute intervals, film study was not the purpose of this experiment.

During the initial screening, the film was seen in its entirety and appreciation of the film as film took place at that time. During the drama period, the emphasis was on creative movement. Therefore, questions were phrased to elicit responses in that context; for example, "What can you be aware of during your playing, other than the actual image, that would affect your movement?" Relationship of speed and force of liquids and bubbles to the color of the image and tempo of the Ravi Shankar score were established. The total environment created by projecting "Primordium" on the back wall of a stage inspired freedom of movement and afforded opportunity for contrast in qualities of movement beyond that which might develop from music alone.

To look at an image is one experience. To be an integral part of that image is another that is far more immediate, more acutely involving the senses. As students themselves expressed it: "I felt the bubbles brushing against me." "It was like a whirlpool that sucked you in." "Bubbles were pouncing down on you and squashing you, then breaking on your back." "When you just look at it, it looks like all these bubbles all over the place, but when you get up there it shines on you like you were the bubble or something."

This experiment extended the use of film beyond the usual concept of film viewing and, for the purpose for which it was used, proved highly successful."

Commentary:

Since the film does create an environment of experience, some direction is needed before screening it. The negative view of the 8th grade students is probably due to the confusion of lack of purpose. It is a beautiful film that is a total visual and auditory experience, but one which needs to be planned for a specific goal. The drama experiment is a good example of how it might be used.

In language arts, students might write poetry and verbal imagery. Art classes could be inspired by the film to finger-paint or to create other imagery.

Though it is a non-level film, grades five through twelve would probably find it most useful.

Source: Pyramid Films

MOODS OF SURFING (Grade 8)

Color (non-dialogue). 15 minutes

This is a lyrical film that catches the various moods of surfing--the awesome giant waves and the small ones.

Teachers and students expressed enthusiasm for this film. Students said it was "exciting, makes you want to surf," "neat," "music was good." Teachers said,"Pleasant, though color was dark," "good photography," "good music."

One teacher asked her students to list the types of moods they felt watching the film. The following response is particularly interesting:

> "A type of 'when I made it' mood
>
> 'O'K, here we go' type of mood
>
> 'Hey this is hard to do' type of mood
>
> 'Here's a fancy trick'
>
> 'Oh, not that again' type of mood, etc."

Other activities:

1. Discussion of things related to surfing which require agility and determination (skiing,etc.).
2. Discussion of what is a "mood."
3. Discussed statement from film, "Surfers live the life they love."
4. Create a "mood" visually or in writing.
5. Discussed use of music in the film. (Students here decided film without music would not have been so exciting.)
6. Discussed places in the world where surfing is good.
7. Research on the history of surfing and on aspects of modern day surfing.

One teacher asked small groups to "rate" the film. The following is one example of a group's evaluation:

"Surfing

Most people rated this film a ten. The reason they gave are: it was good exciting, realistic, there was a lot of action, nice color, it was different, interesting & refreshing. There was a lot of movement, so it made you feel like you were there, it was scary, funny in parts and the photography was excellent. A few people thought it got boring the second time.

Commentary:

MOODS is a visual poem that works closely with a vivid musical soundtrack. Most students relate well to its kinetic and tactile qualities. Language arts classes often write good poetry or essays about the film. Useful from grades four through twelve.

Source: Pyramid Films

FLY AWAY (Grades 4 and 5)

Color (non-dialogue). 10 minutes

This film examines things that fly -- kites, birds, model airplanes. Soon the viewer flies in a small plane and sees things from above the earth -- cities, hills, oceans, and other things.

The reaction of fourth and fifth graders was favorable. Teachers said,"Very enthusiastic, excellent film for a topography unit." "Fascinated by aerial photography."

Activities:

1. What would you do if you were able to fly anywhere in the world?
2. Discussed use of aerial photography in map making.
3. Discussion concerned the imagination of children and its purpose for human beings.
4. Drew individual maps showing the route students take between school and home. Then made all buildings, trees, etc. (three dimensional by using cones, triangles, rectangles and squares).

Both teachers whose reactions were recorded rated the film highly. "Photography was superb -- and the 'Walter Mitty' quality was delightful." "An excellent stimulation for creative writing." One said that there were "some frightened reactions to experiencing an airplane takeoff."

Activities:

1. Creative writing immediately after the film. "If you took off in that plane, where would you go, what would you see?" Also, "How would you feel way up above the clouds?"

Further suggested activities included by one teacher were:

1. Kite flying
2. Designing planes

Commentary:

This is an excellent vicarious experience in flight. It should inspire discussion and writing in language arts classes -- and is useful in the study of geography. Valuable for grades Kindergarten through eight.

Source: Henk Newenhouse Films

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LA JETTE (Grade 8)

Black and white. 27 minutes

This film relates the story of a man who has survived World War III. He is able to travel to the future. There he falls in love with a girl and cannot solve the haunting memory of one scene near an airport, where he is falling. As it turns out, that is the moment of his own death.

All teachers seemed to indicate that the plot confused many children. Some suggested that the children preferred films where there was continuous movement instead of a series of stills. One commented that because of the confusing nature of the plot, a "follow-up" discussion would be essential. One teacher felt that this was not meant for an 8th grade audience.

Children's comments included:

"Didn't understand it"

"I think we're too young"

"Neat"

"Cool"

"Didn't understand it and I don't think grownups would either"

"Wow, that's powerful"

Activities:

1. What do you see in the future? Is it more inviting than the past?
2. Discussion of bombing and the effects of war.
3. Students reviewed the plot and shared their various interpretations of the film.

4. Students were asked to create something related to "time."
5. Further discussion questions:
    a. If this film were a type of literature, what kind would it be?
    b. How was the film made?
    c. Compare beginning and concluding scenes of man falling. Who is he?

One child's impression shows the possible impact of this film: "I am scared because of two thoughts. The first is the world being destroyed and the second is being used as a tool like the man was ... you would not control your own thoughts...."

Commentary:

This film should be seen twice, if that is possible. It is a non-linear film, in a sense, that will provoke much discussion. The entire story is told by shooting still photographs with narration. Only one brief shot contains movement. One might place this in the science fiction category.

Useful in language arts, grades eight through twelve.

Source: Janus Films

OVERTURE/NYITANY (Grades 2 and 3)

Color. 9 minutes

Through X-ray photography, the development of a chick embryo is shown to the point where it hatches.

Reactions of the teachers of younger children were quite different from those of older ones. "This film was superb and remarkable. However, I question most seriously its use with young children." Another teacher said,"A film much too gruesome and frightening for young children."

Teachers recorded the youngsters' reactions as follows:

> Children screamed during the showing and seemed very overstimulated.
>
> Shrieks and gasps at the wierd-looking objects. The children talked through the entire film and by the time it was over, they were so upset, discipline was impossible. The general comment was,"It was horrible."

One teacher noted that she reassured the children that it is safe to eat eggs, that a little chick is not hiding in each egg.

Teachers did not indicate that they introduced the film to the children at all. A brief introduction and discussion might have yielded a different reaction.

(Grade 8)

An interesting film, well received by students and teachers. One teacher said, "The birth of a chicken was quite exciting to them. They really didn't understand what was happening at first. The end result was really exciting to all of them." Another teacher suggested that some children had a minor reaction to the blood." However, all children applauded when the chick left the shell, which showed their enthusiasm.

Activities:

1. Class discussion.
2. How could the film have been made?
3. Write reactions to the film.
4. Some discussion about the meaning of the Grand Prix and background of the Cannes Film Festival.

Commentary:

If this film is used with younger children, the teacher should explain carefully the purpose of the film and what is being portrayed. The film is beautifully made and won the Grand Prix at the Cannes Film Festival. The soundtrack is Beethoven's Egmont Overture.

Language arts classes might find it useful as a study of a process. It is obviously valuable for science classes and family living courses. In general, grade levels five through twelve will find it most useful.

Source: Contemporary Films - McGraw-Hill

"Overture

I think the film 'Overture' was made by using different eggs opened at different stages of development. Then all they had to do was add the music, and the egg hatching at the end."

A PHANTASY (Grades 2 and 3)

Color. Animation. 7 minutes

This film by Norman MacLaren is a surrealistic phantasy that creates beautiful images.

"Beautiful, surrealistic art to fascinating musical accompaniment." Children decided that the maker of the film was an artist who loves children. They seemed delighted by its imaginative "other worldly" aspects.

Activities:

1. Children in grade 2 said they just wanted to draw about it.

Commentary:

This can be used well in art classes for stretching the imagination. It also can be related to modern poetry and surrealism with language arts classes at upper grade levels.

Source: International Film Bureau

RHYTHMETIC (Grades 2 and 3)

Color. Animation. 8½ minutes

Numbers move in patterns, then fight with each other and get out of order. It is a ballet of numbers in rhythm.

This film was shown twice to combined math classes -- the first time for joy, the second time for math information. "Open mouthed" fascination on first showing; "involvement" on second showing. Children concentrated and seemed "satisfied that the film was 'right.'"

Activities:

1. Discussion about math and its relationship to music.

Commentary:

This is a very clever film, very useful for interesting elementary students in numbers and mathematics.

Source: International Film Bureau

ALLURES (Grade 8)

Color. Animation. 9 minutes

Using brilliant colors and involving patterns, the viewer experiences a hypnotic pattern of concentric, moving designs.

Eighth grade classes seem to rate this film quite highly. On a scale of one to ten, children in two classes rated the film "seven." One teacher said that "the music was well done and coordinated with the picture."

Activities:

1. Students were asked to create their own "allure."
2. Answer the question: "When are you most attracted by colors?"
3. Choose one moment of the day, one instant in time that shocked or stunned you. Describe it.

   Children's most shocking moments included some of the following:

   "It wasn't really the assassination of Senator Kennedy that shocked me but it was the aftermath."

   "That one moment was the first time I had ever taken a plane flight."

   "The moment that made an impression on me was when I got my braces on."

   This exercise gave children an opportunity to write about something important to them.

Commentary:

The reactions of students indicate the possibilities of using an abstract film in a language arts class. The electronic music soundtrack adds to the film's stunning effect. Useful grades seven through twelve.

Source: Janus Films

GLASS (Grades 3, 5, and 8)

Color. 11 minutes

GLASS shows the work of Dutch glassmakers hand-blowing works of art, then contrasts this artistry with the machine manufacture of glass bottles.

(Grades 3 and 5)

Teachers of third and fifth graders felt the film was "educational" and "most interesting." All implied that previous to viewing, their students knew little about glass blowing. Third grade children laughed at the humorous blowing expressions of persons in the film. They "ahh'd" and "wow-ed" when they saw how hot liquid glass can be.

Activities:

1. A discussion of the process of hand-blown and machine-made glass objects.
2. Research suggested on the history of glass blowing.
3. Used ditto on the film. Questions included:
    a. Compare the hand-blown method of glass making with the machine method.
    b. Compare the background music and sound as it related to the different methods of glass making.
    c. Compare the beauty of human motion to machine motion.
    d. List 10 words that describe glass.
    e. What materials do you think are necessary to make glass?

This series of questions could be used with children of various levels. It could be used before the film, after, or between two showings of the film. Even the younger children were able to answer these questions.

Some of the answers follow:

"Machine works faster than hand. Hand is more careful than machines. Hands are more beautiful than machines. Hands make better things."

"When the men worked slow they played slow music, machines where fast, Jazz music. When the men were rolling they had nice music."

"Machines motions are just one at one part it doesn't change motion. Hand has beauty as it moves different motions every time."

"blow, curved, sharp, smooth, rough"

"A bowl, fire, air, burner."

(Grade 8)

Excellent response by teachers and students. Children seemed extremely attentive. Excellent social studies tie-in with unit on Economics in a democracy. "Beautiful editing." Children said: "Interesting," "I didn't know that's how they made glass." "Do we make glass that way in the U.S.?"

Activities:

1. Discussed the concept of man-made goods as far as pride in craftsmanship, accomplishment, quality, etc. are concerned.
2. Discussed differences between goods made by hand and those made by machine. Tried to list "hand made" goods on board.
3. Essay "What is a craftsman?"

Commentary:

The jazz soundtrack works beautifully with this film, as the viewer sees the process of glass making from two points of view. The editing and photography are exceptional. The film crosses discipline lines, and is most useful in social studies, art, music, and language arts, grades five through twelve.

Source: Contemporary Films - McGraw-Hill

"A Craftsmen Is

Someone who is skilled, dextereous, deft, artistic, and able.

Someone that's competent, efficient, proficient, and apt.

He has caliber, appetancy, habilitation, bent,torn, knack, flair, faculties, talent gift, forte, endowment and verve.

He has know-how, facility, adequacy, qualification, workmanship, technique, capacity, and iniative.

He is an expert, ace, authority, specialist, master, whiz.

A skillful person, adept, artist, master workman, virtuoso.

He is the top and possibly only one in his field.

He is a Craftsman."

EXPOSITION (Grade 8)

Color. 10 minutes

This is a poetic treatment of the artwork at Expo '67, much of it photographed in the Czech Pavilion.

Only one teacher recorded impressions of this film. Her class rated it 7 out of 10. She thought that "the film was extremely well done, especially for art's sake. Perhaps though, the students have not been acquainted enough or accustomed to the art of today to appreciate the film."

Activities:

1. Students were asked to write down their impressions.

Commentary:

The film catches much of the beauty of Expo '67. It is particularly appropriate for art classes.

Source: Pyramid Films

OFF ON (Grade 8)

Color. 10 minutes

Fast moving color and quick-cut images form an exciting bombardment of abstract designs in this film by Scott Bartlett.

One teacher recorded student reaction saying that "the students were fascinated with the film. The fast pace and necessity to keep focusing for fear of missing out on an 'image' kept their interest and attention."

Activities:

1. One student mentioned that the film reminded him of someone on a "trip." They were then asked to explain what they think the feelings of someone on a trip were.
2. Discussed technical aspects of the film.
3. Collage of textures and colors for the film.

Commentary:

As a collage on film, there are many possibilities for using this film for imaginative writing and art work. Bartlett used color videotape to achieve many of the effects in this film.

Useful in grades eight through twelve.

Source: Center Cinema Co-op.

DREAM OF THE WILD HORSES (Grade 8)

Color. 9 minutes

Using the technique of slow-motion, Denys Colomb de Daunant shows a stallion fight, then a band of horses leaping through fire, plunging into water, and running across marshland.

Children loved this film, though some were disturbed by the fire used in the film. One child reacted by saying, "That's how we look when we go to lunch!" A teacher said, "It was extremely well done. The emphasis on technique and the role it plays in film-making excited me."

Activities:

1. Discussion. Possible questions:
    a. What was the purpose of the film?
    b. Why was the word "dream" significant in the title?
    c. What techniques were used to enhance this "dream" effect?
2. Tell (in story or poem) what a dream is like.
3. Poems, collages of horses.
4. Discussed why film was made in slow motion.

Commentary:

Slow motion lends a dream-like quality to this superb film. It is especially useful for stimulating the writing of poetry in grades seven through twelve.

Source: Contemporary Films - McGraw-Hill

AN AMERICAN TIME CAPSULE (Grade 8)

Color. Animation. 3 minutes

With very quick cutting, the major events of American history are covered in three minutes. The viewer is exposed to over 2000 visuals.

Students were very enthusiastic about this film. One teacher noted that the quick timing forces interest and concentration.

Activities:

1. Jot down impressions of the film using phrases -- not complete sentences.
2. Collage of news and magazine pictures of last year's events.

Commentary:

The animation of stills with quick-cutting is called kinestasis. Such a technique compresses time and space. Students generally are fascinated with this technique. It provides an overview of hundreds of years.

Useful for stimulating interest in American history, social studies, grades five through twelve.

Source: Pyramid Films

A PLACE TO STAND (Grades 4 and 5)

Color. 18 minutes

This film shows many aspects of life in the Province of Ontario, Canada. It was originally made for Expo '67.

General comments were that the film had possibilities but that it was "jumpy" and "disjointed." One said "it was too sophisticated for grade 5; too stimulating for the children." Another teacher said that the children were confused by some parts of the film.

Activities:

1. Discussed different aspects of life in Canada.
2. Discussed Expo '67.

Commentary:

This film uses the new advance in film language -- optical printing-- which allows several simultaneous images to be projected on the screen. There are as many as fifteen actions going on, then, at the same time in fifteen different frames. As with a three ring circus, the audience should not expect to see all that is happening. It is a film that creates a sense of environment. Teachers who are accustomed to linear sequence may be disturbed by this fragmented visual experience. Most students, once they understand the purpose, enjoy the film immensely.

It is particularly valuable for teaching observation, grades five through twelve. Social studies classes will find it valuable for gaining a quick sense of the spirit and atmosphere of a foreign country. It won the Academy Award.

Source: Contemporary Films - McGraw-Hill

A SCRAP OF PAPER, A PIECE OF STRING (Grades 2, 3, and 5)

Color. Animation. 6 minutes

This tells the story of a friendship between a scrap of paper and a piece of string and how they help each other.

There was a positive response to this film. Children and teachers seemed to enjoy the humor and clever animation. One teacher commented on the film's "good message" that children can easily understand. The second grade teacher suggested, however, that the film was too short to "capture the abstract meaning."

Activities:

1. Discussion of terms "animate" and "inanimate." Talked about what an object would say if it came to life. They then chose an object, made a picture of how it might look animated and wrote delightful stories of what might happen.
2. Discussed message ("Always know that you are of worth, but never be boastful . . . be kind and helpful to others.").
3. Children given a piece of paper and piece of string and could cut, glue, color or whatever hit their fancy.
4. Groups created a picture around a piece of string that was dropped from a height.

Commentary:

The film can provide a springboard for many creative activities in the early grades. Narrative line and characterization are elements that students can become aware of.

Source: Contemporary Films - McGraw-Hill

DUNES (Grades 2, 3, and 5)

Color. 7 minutes

This is a short, poetic film about sand dunes and the animal life in this environment. Characters in the film are a scorpion, a sidewinder snake, a lizard, and a tarantula. They are shown finding the protection of shelter when a storm rises. They emerge when the storm ceases, and the sun goes down.

This film was a success in all three grades. "Lovely scenes, children were amazed and delighted."

Activities:

1. Short story writing, poetry and pictures
2. Scientific discussion of desert animals
3. Writing of Haiku to interpret the film

"The wind is blowing
Sand from the dunes is flying
Making more new drifts."

"Hills and hills of loneliness
Of angry winds and silent
sounds
There's a home to build; a
home to find."

One of the children wrote: "I think the sand dunes in this movie symbolized life -- its ups and downs. The animals all made different patterns in the sand -- this might show that people all are different and have their own personality and life. This movie was really beautiful."

Commentary:

The color photography of Fred Hudson in this film is superb. The film is a pleasing short story with animal characters that are ordinarily thought of as repugnant, but actually stand out as strangely beautiful. Useful in language arts, grades Kindergarten through twelve for poetic writing. Science classes may use it for ecology.

Source: Pyramid Films

TYGER, TYGER (Grades 6, 7, and 8)

Black and white. 30 minutes

This film uses the poem by William Blake as a springboard. It examines the life and times of Blake as it unfolds, and intercuts interpretations of the poem by various students, critics, and poets such as Robert Graves. The variety of responses and the sharp perceptions of many of the British students make it a revealing and informative film.

The day before the film the teachers read and discussed the poem, "Tyger, Tyger" by William Blake. They wrote down their interpretations of the poem and compared them with the children's interpretation of the film. They then viewed the film and discussed it.

The film was excellent according to all teachers. The 8th graders especially enjoyed it, but the younger boys and girls showed unusual perception and interest. One of the teachers felt it would have been better to have had the questions for the children before they saw the movie so that they could compare exactly their opinions and those of the children in the film.

Commentary:

This is an excellent film to use when studying poetry of any type in the junior high school and high school. It emphasizes the different responses that individuals can have to a poem and makes the whole process of poetry more appealing.

Source: Robeck Films

ELEPHANTS (Grade 5)

Color. 7 minutes

This film studies aspects of elephants while the soundtrack narrates a poem about elephants.

The class first saw the film without the soundtrack, then wrote about it. Then they saw it with the soundtrack, which many did not like. All in all, they did like the film.

Commentary:

The film is an unusual approach that combines visual poetry with an actual soundtrack. It is useful in a poetry unit, grades five through twelve.

Source: Richard Kaplan Productions

"Elephants

The elephants were in a forest that looked like Africa.

First, the elephants were moving to the water. Once in the water the mother elephant sprayed the baby. The baby elephant ran in another direction.

Finally they came out of the water and walked slowly away into the forest.

All mothers play with their children, even elephants."

"ELEPHANTS

Slowly, majestically, the elephants
move to the water.
The jewelled river beckons to them.
They can't resist the cool water,
tingling around their bodies,
as if all the time in the world
they move towards the jewels.
Elephants eat with their trunks.
They slowly pick up the food
with their trunks and
POP
it into their mouths."

"ELEPHANTS

There are tall ones and there are skinny ones,
There are fat ones and there are skinny ones.
There are mini ones and there are gray ones.
I can tell my elephant because he is
BLACK!"

"ELEPHANTS

When elephants go into the water, they look like submarines, diving under water. When they go under water, they sort of jump up and down.

When they get on land, they sometimes get some grass, dip it into the water and eat it. It sometimes look like they're playing baseball when they're chasing after butterflies."

TALES OF HIAWATHA (Grades 4 and 5)

Color. Animation. 12 minutes

This film was made by Polish puppet animators. It tells the story of Hiawatha and his troubles and adventures.

All teachers indicated favorable impressions of the film. They felt that the responses of the students were also excellent.

Activities:

1. Discussed similarities between the film and Indian myths and myths of other people (Biblical stories such as Jonah and the Whale, The Big Flood, and Jacob's wrestling with the Angel).
2. Discussed Indians of the West.
3. Wrote adventure stories.

Commentary:

The puppet animation in this film is beautiful. It is an excellent rendition of the Hiawatha story for elementary students. Useful for grades Kindergarten through six.

Source: Sterling Educational Films

THE WALL (Grade 5)

Color. Animation. 4 minutes

A little man tries very hard to get through or over a wall, while he is observed by another gentleman. He finally knocks himself unconscious. The observer finds the solution for going through the wall, only to find himself confronted by another wall.

There were mixed feelings noted by two teachers. One enjoyed it and said her children did also. The other said that "the film appeared pointless and caused problems of comprehension with the children of lower I.Q." She also said that her pupils reacted sadly to the man's failures and the efforts of the man to get through the wall.

Activities:

1. Asked the children's opinions:
    a. Did they like it?
    b. Did it have a purpose?
    c. What would they do with it?
2. Discussion of failure; used examples of children's own shortcomings.

Commentary:

The film is a study in frustration and irony. The theme seems to be "one thing after another." It is probably more useful in junior high school and high school as a short commentary on one aspect of life.

Source: Contemporary Films - McGraw-Hill

SUNDAY LARK (Grade 5)

Black and white. 11½ minutes

A young girl enters an office building on a Sunday and plays with the machinery and office equipment. The police, thinking a burglar is there, arrive, but the young girl walks away, unsuspected and unnoticed.

Two teachers commented on "negative attitudes that the film communicated" while another saw humor in it. One said it was "not conducive to instilling proper discipline."

Children reacted to the film and teachers interpreted the reaction differently. One said that children enjoyed it and the others said they over-reacted to the child who could get away with causing chaos.

Activities:

1. Discussion of merits of discipline.
2. Write what would happen when the police start checking.
3. Discuss relationship between the girl and police authority.

Commentary:

The film is intended to be humorous, while commenting on our dependence on machinery and technology. It could be quite useful to have students tell the story of the girl from a first-person point-of-view in language arts, grades five through twelve.

Source: Contemporary Films - McGraw-Hill

STUART LITTLE (Grades 2, 3, and 5)

Color. 52 minutes

This is the film based on the famous children's book by E.B. White. It tells the story of Stuart, a mouse, who lives with a family. He decides to see the world and has various adventures as he explores it.

All teachers found this film as delightful as their pupils! One asked that it be a "yearly treat." Children were completely "absorbed" and "enthralled."

Activities:

1. Discussion of values.
2. Discussion of Stuart as a teacher.
3. What was the setting, time, character?
4. Discussion of Stuart leaving home in search of the bird might bring on a discussion of love, beauty, and the search for meaning.
5. Creative writing: "Oh to be Stuart Little"; illustrations could be included.
6. Reading of similar stories.
7. Dramatizations.
8. Reading of the book Stuart Little.
9. Illustrations of favorite scenes.

Commentary:

This film is obvious motivation for reading Stuart Little and similar books like Charlotte's Web and Mistress Masham's Repose. Johnny Carson does the narration. The film was originally a television show.

Source: Contemporary Films - McGraw-Hill

THREE LITTLE WIZARDS (Grades 4 and 5)

Color. Animated. 7 minutes

Each of the three wizards can create magic things, but only in his basic color -- red, yellow, or blue. They discover in the end that they work best when working together in harmony.

Many teachers expressed the feeling that the film was not "grown up" enough for their students. However, one said her children enjoyed it; another commented on the passivity of the youngsters.

Activities:

1. General discussion of the film

Commentary:

This children's film would probably work best with students in grades Kindergarten through 2, as a story for discussion.

Source: Sterling Educational Films

LEAVES (Grade 5)

Color. 12 minutes

A boy is disappointed by the leaves falling from the trees, so he makes his own leaves with magic marker and scotch-tapes them onto the branches. During the night, a severe storm knocks the home-made leaves from the tree. Undaunted, he puts the leaves back, along with a bird's nest, which he also scotch-tapes to the tree.

Reactions of teachers and children were favorable. Children were able to identify with the boy and the material used. Adults felt the film was imaginative and expressive.

Activities:

1. Drawings of leaves or illustrations of movie scenes.
2. Pressing leaves and other leaf art work.

Commentary:

This is an interesting short story, splendidly photographed. It is inspirational in the theme developed -- that one can have faith in one's self.

Good for creative writing and discussion, it is useful in grades Kindergarten through 7.

Source: ACI

A CHAIRY TALE (Grades 2, 3, and 5)

Black and white. Animated. 10 minutes

A man tries to sit on a chair, but the chair will not allow it. It moves and avoids the man until the man shows respect for it by allowing the chair to sit on him.

Most teachers indicated that their students had seen the film before. However, children still enjoyed the movie.

Activities:

1. Wrote stories. Used an inanimate object and gave the feelings, ideas, and speech.
2. What was the purpose of the film?

Commentary:

Made by Norman MacLaren, this film is a charming allegory that is cleverly animated. The soundtrack by Ravi Shankar adds to the effect.

It is excellent for teaching "allegory" and the short story in language arts, grades Kindergarten through twelve.

Source: International Film Bureau

FLATLAND (Grade 5)

Color. Animation. 12 minutes

This is a story of people who live in a two-dimensional world. When one of them argues that there is possibly a third dimension, he is imprisoned for treason.

Teachers indicated a negative response to the film. One said that the sound was poor and the children had difficulty with the English accent.

No activities were recorded because the teachers indicated difficulty in thinking of things for the children to do.

Commentary:

This film demands some discussion beforehand and an awareness that the soundtrack is by a British actor, Dudley Moore. The British accent requires close attention, and perhaps the film should be shown twice.

It is worthwhile for a discussion of what dimension means in mathematics, and also what individuality and creative thought demands. We should not, perhaps, be so quick to reject seemingly crazy ideas. With careful thought and planning, teachers can create a stimulating discussion about many aspects of our world -- and perhaps raise the question of whether there might be a fourth dimension. The film is based on a book of the same title. Grades five through twelve.

Source: Contemporary Films - McGraw-Hill

INSECTS (Grade 5)

Color. Animation. 5 minutes

This is a humorous, satirical film about a man who is plagued by insects. Using science's greatest technological advances, he sprays them with insecticide, only to be overcome by his own remedy. In the end, the insects cart him away.

Children and teachers reacted somewhat favorably to this film but no activities were recorded so it would seem that this might not be relevant to 5th graders in these two teachers' eyes.

Commentary:

Although the film is humorous, it can lead to a serious discussion of sprays and insecticides in our society. Language arts classes might find it useful for discussing satire and irony. Useful for grades five through twelve.

Source: Contemporary Films - McGraw-Hill

NICHOLAS NICKLEBY (Grade 8)

Black and white. Feature. 99 minutes

This is the feature film based on Dickens' novel. Nicholas is placed as a Master in Dotheboy's School. His cruel and unscrupulous uncle tries to cheat him, and the adventures of Nicholas lead eventually to a happy ending.

This film had merit from an historical point of view. It gave the children a chance to see 19th Century England and discuss it. It was difficult at times to understand the dialogue because of the British dialect.

Activities:

1. Character sketches.
2. Discussion about Charles Dickens and his books that exposed social wrongs in English society.
3. Research papers on Charles Dickens.
4. Some children might enjoy reading the original book.

Commentary:

The film reveals many of the hardships and injustices in Victorian England. It has the Dickensian flavor and several excellent performances. Students should be prepared for the English accents.

Grades eight through twelve.

Source: Contemporary Films - McGraw-Hill

WHISTLE DOWN THE WIND (Grade 8)

Black and white. Feature. 80 minutes

This film stars Hayley Mills in one of her first films. The plot concerns an escaped convict who is found hiding in a barn. The imaginative village children protect him, unaware that he is an escaped murderer. Their imagination leads them to believe he may be the Lord who has returned to earth. Eventually he is captured and returned to jail, while the children realize painfully that it has all been an illusion.

This film was well received by the children since it starred a well-known child actress. It was one of the first full-length films the children saw. They found the dialect hard to understand, but responded to the plot and realism of the film.

Activities:

1. Discussion of "imagination" in the world of children.

Commentary:

This is a dramatic and moving fantasy, well acted and written. It portrays how fantasy can mislead the young, but is very moving, nevertheless.

Grades eight through twelve.

Source: Janus Films

THE GOLDEN AGE OF COMEDY (Grade 8)

Black and white. 85 minutes

This is a series of clips from the great silent comics -- Laurel and Hardy, Chaplin, and others.

This film was the last shown to an eighth grade group and all teachers felt it was a fine "finale." One said she thought "it had value for the children" who were able to see old time comics and photography.

Activities:

1. One class wrote a poem together:

   "The comics were great in the roaring 20's
   Full of laughter, full of fun, full of pie!
   Full of laughter from sun to sun.

   Laurel and Hardy sure were great
   Jean Harlow went on a date!
   The Keystone cops would blunder and thunder . . . ."

2. Discussion of "comedy." What makes something funny.

3. Children wrote and acted out humorous skits.

Commentary:

The film affords insight into the past as well as pure enjoyment. The skill of the comics is pointed out with a fast-moving and interesting narration.

Grades seven through twelve.

Source: Contemporary Films - McGraw-Hill

THE SILENT WORLD (Grade 8)

Color. 88 minutes

This is a feature-length documentary of Cousteau's famous book about deep-sea diving.

Teacher and pupil reactions were highly favorable to this film. Children's comments follow:

"I really liked it. I like all the programs I see on TV he's done."

"Filming was good -- not cheap!"

"Color was beautiful."

"I don't like the sea, so I didn't enjoy it."

Several children commented on the lack of dialogue. Some felt they might have learned more if there was more talking.

The only problem encountered with the film was its length. Our group had to move from the auditorium to our classrooms to see the end.

Activities:

1. Inspiration for independent research.
2. General class evaluation.
3. Writing news stories or film criticism of the film.

Commentary:

The narration and photography are stunning and highly interesting. This is excellent motivation for studying oceanography and geography.

Grades five through twelve.

Source: Contemporary Films - McGraw-Hill

"The Silent World

This film makes you realize that most of the world is under water. Cousteau has made tremendous discoveries under the sea. It shows the dedication these men have for what they're studying.

The film shows the dangers of diving and the fun you can have under water.

It was very interesting because it showed a lot of things you wouldn't have known."

"The Silent World

This movie was a pretty good movie and really was able to hold your attention. But when it really came down to it, it really hadn't much story to it.

The most intriging part was when they showed under sea adventures, and all the different types of fish which you probably will never see again unless you become a deep sea diver."

"The Silent World

News Critic

I give the movie four stars.**** This movie had color, action, excitement, photography was exelent it made the movie. I say this movie is for all ages. it could keep everyones interest. A short summary of it is the life of the underground world. Exploring it, meeting the animals of the sea. Showing the expert way of taking pictures capsuring the interesting points. Discovering new things. Seeing the dealth of a whale. And getting back at the sharks for eating on it. Seeing the turtles laying its egg and different kinds of turltes like flying turtles or swimming turtles. Making friends with a fish is something to see.

For all audiences."

CHROMOPHOBIA (Grade 8)

Color. Animation. 11 minutes

This is an allegory about happy people who are invaded and terrorized by automaton-like tyrants who drain the world of color. Eventually they are defeated by love and joy.

All teachers felt that there were numerous possibilities for using this film especially in art, guidance, and social studies classes. Children seemed to enjoy the animation and were able to react to the symbolism.

Activities:

1. Compare film to Animal Farm.
2. Write a story or draw a picture of a world without color.
3. What did the film say about people in general? Social problems today?
4. Discussed the film's symbolism in terms of fascism, communism, Naziism, and racism today.

Commentary:

This film can be used in both social studies and language arts classes to probe the nature of tyranny.

Source: International Film Bureau

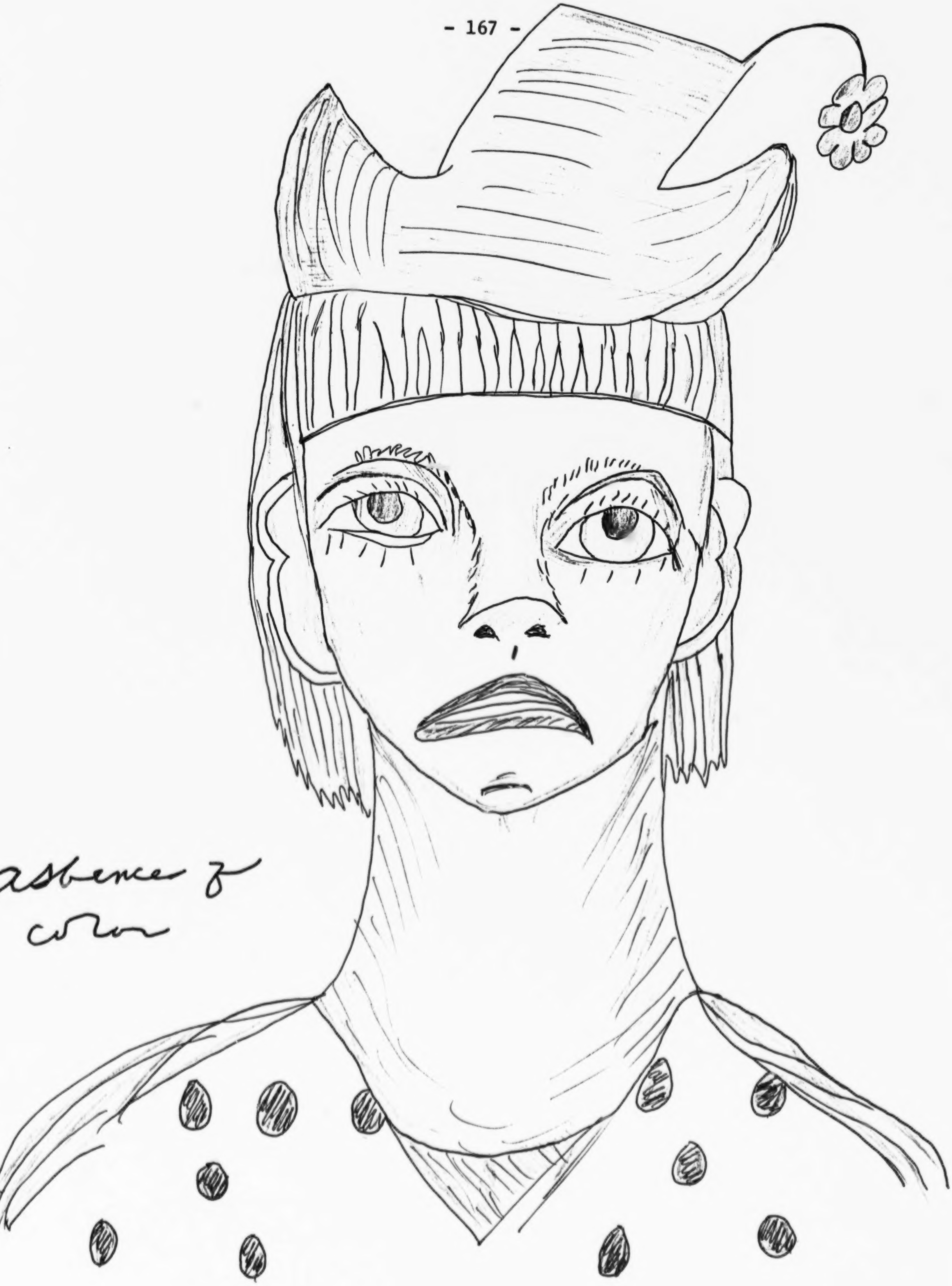
"Absence of Color

(HAIKU)

What have you without color?
destruction of hope,
Ressurection of sadness

When color is demolished,
So is warmth and love.
Gloom is a heavy mantle

A home without happiness,
or buried freedom,
Its the absence of color"



absence of color

GENESIS (Grade 8)

Color. 9 minutes

This underwater film is based on the theme of creation -- Genesis 1-27. The fish and animals have a world of their own which is changed when man appears.

"Beautiful photography, but it seemed to lack a theme. It dragged a bit." Another teacher said that the film was very dark; although shots of waves were interesting, it was not the best underwater film seen this year. She suggested that the music was the best part.

Activities:

1. Discuss the title of the film.
2. Compare it to other films seen.
3. Possible research on types of fish and animal life.

Commentary:

This is a striking non-dialogue film, but the verses of Genesis 1-27 should be read before the film is shown. It shows how a film can be developed visually.

Grades five through twelve.

Source: Henk Newenhouse Films

SKY CAPERS

Color. 15 minutes

This is a striking film about the joys and perils of sky diving, containing both excitement and humor.

Teachers and students received this film with much enthusiasm. One teacher said, "The children enjoyed them immensely." Another said the film was excellent and that it held his attention completely.

Activities:

1. Write about how it might feel to sky dive as if you were doing it. Make it an essay or a poem.
2. What are the different moods in the film?

Commentary:

This film appeals greatly to students. It is excellent for point-of-view and imagery. Young children enjoy discussing it. Grades Kindergarten through twelve.

Source: Pyramid Films

SKI THE OUTER LIMITS

Color. 28 minutes

This film was rated very highly by teachers and students. All classes responded with a score of "10" in a 1 to 10 rating.

One teacher felt that the vocabulary was too difficult for eighth graders. Two indicated that they felt SKI THE OUTER LIMITS and SKY CAPERS should be shown together, while another said that although both were outstanding films, "there was a close tie in the mood of the films and perhaps this could mean they should not be shown together."

Activities:

1. Write about skiing as if you were participating.
2. What "action words" can you think of to describe the variety of actions of skiing.

Commentary:

This is an exciting, appealing film which won the "Emily" award at the American Film Festival. Physical education students and language arts students will enjoy discussing it. The theme of testing the outer limits is well-illustrated with some of the most breathtaking shots ever filmed.

Source: Modern Talking Pictures

JOSHUA (Grade 8)

Black and white. 18 minutes

Joshua, a Negro track star, has received a scholarship to college. We watch him work out by running through Central Park. He meets a girl friend and she gives him a radio as a going-away present. At the zoo, he watches the animals alongside a young white boy. The white child unintentionally insults him with a racial slur. Joshua runs on into the fields to release his anger. He collides with a white teenager flying a kite. He accuses the white boy of stupidity and they fight. At the end, the white boy fixes Joshua's radio and Joshua flies the kite, which the white boy has not been able to do. The film ends with some basis of understanding between the two that is unstated but felt.

"Sound track bad -- acting very good -- does an excellent job in showing drama. Conflict of a young Negro boy." "Realistic, very new, great music."

This film had excellent response. Many children (especially girls) requested to see this film again. Several came out of study hall to see the film for a second time. Children reacted well to this relevant film.

Activities:

1. What happens? Describe the plot.
2. Does the film have a purpose?
3. What film techniques are used?
4. Is there a message?
5. Significance of theme music?

Commentary:

The cinematography is very good in this film. It is an excellent film for studying the visual short story and the theme of racial prejudice. The acting is also excellent.

Grades eight through twelve.

Source: ACI

THE HUNCHBACK OF NOTRE DAME (Grade 8)

Black and white. 90 minutes

Based on the Victor Hugo novel, this is a cut version of the classic film starring Lon Chaney, Senior.

"Music and effects very good -- students seemed completely interested in the film." "Children appeared enthralled with what they saw." They enjoyed the action and music and have seen enough old films to appreciate what they saw.

This film was used on Friday afternoon in a large group. No follow-up activities were recorded. These could be used:

1. Would the film have been more effective with dialogue?
2. What was outstanding about Chaney's performance?
3. What does the film suggest about physical appearance?

Commentary:

This is an excellent film as an experience, as an example of classic silent films, and as motivation for reading the book. Characterization and dramatic structure are two significant literary elements in the film.

Grades eight through twelve.

Source: Sterling Educational Films

THE PERILS OF PRISCILLA (Grade 8)

Color. 15 minutes

With remarkable photography, we see the world of Priscilla, a Siamese cat, from the cat's point-of-view. When the family leaves, Priscilla becomes lost in the city and is finally found by the Humane Society to wait for her careless owners. The story is left unfinished.

Children reacted very well to this film. They seemed concerned about Priscilla and reacted when she came upon some danger.

No activities were recorded, but the following questions could be asked:

1. Whose point of view was represented? How did you know?
2. Did the film make you like cats?
3. Is this only a film for cat lovers?
4. Was it realistic?
5. Describe the different "perils" that Priscilla encountered. What was perilous about each one?
6. What emotions did you feel as you watched the film?
7. Why did the filmmaker choose a cat?

Other activities:

Stories: titled the "Perils of ________________" (let children fill in rest).

Drawings of one of Priscilla's perils.

Rewriting the ending to the child's preference.

Finding out about different breeds of cats.

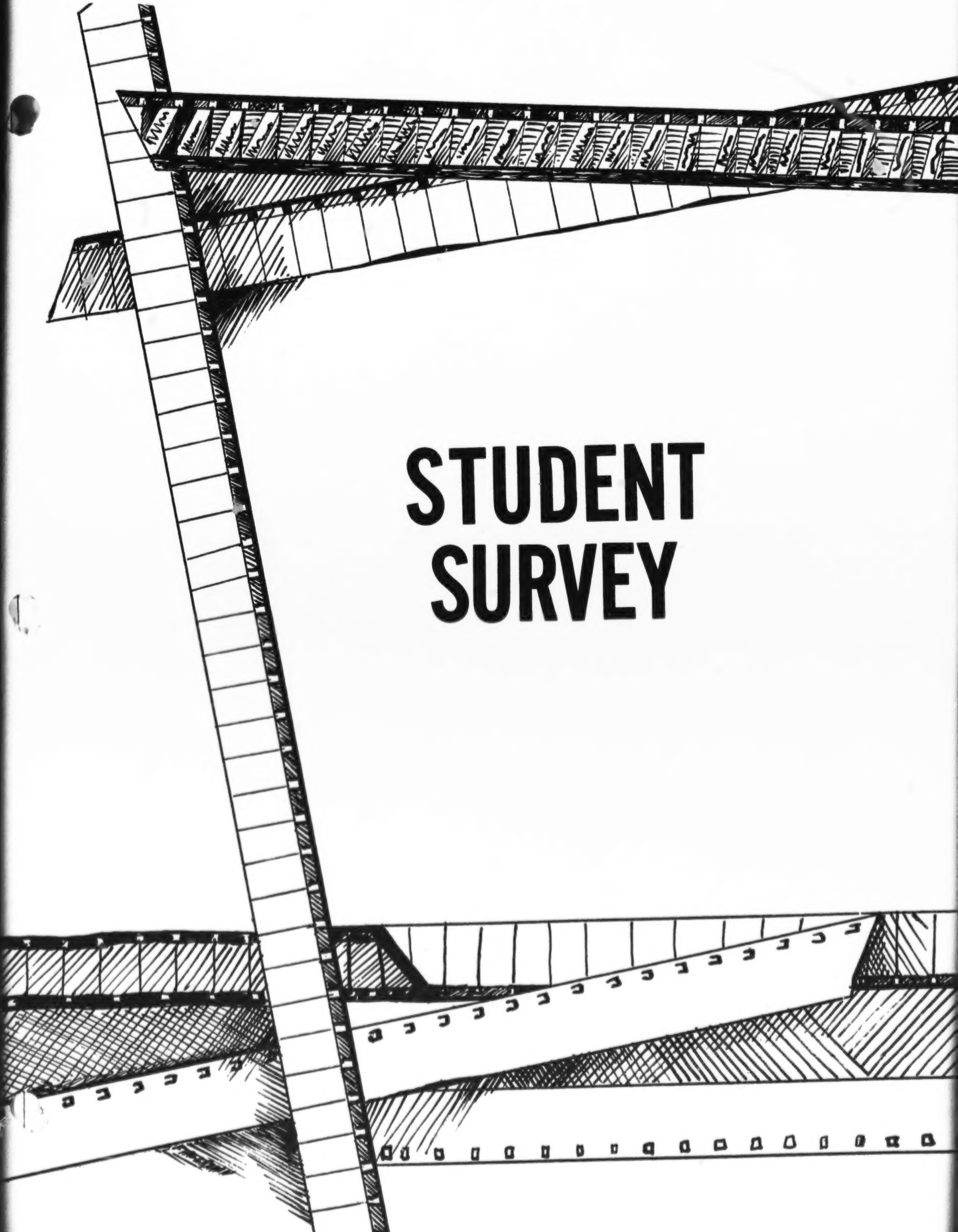
Commentary:

This was financed by a grant from the Pasadena Humane Society. Although it seems humorous at first, it becomes serious as Priscilla encounters many real perils due to owner neglect. The story is left open-ended and is a sure motivation for writing the ending. It is both pathetic and powerful in its statement. The photography and the editing are stunningly superb.

Grades Kindergarten through twelve.

Source: Churchill Films

STUDENT SURVEY



SAMPLE OF STUDENT SURVEY

American Film Institute Curriculum Site Project
District 65, Cook County, Evanston, Illinois
Gregory C. Coffin, Superintendent

Name________________________________ Grade_______ School__________________

1. Of all the films you saw this year, which ones would you like to see again? Why?

   1st choice____

   2nd choice____

   3rd choice____

   4th choice____

   5th choice____

2. Can you think of any films you did not like? What were they? If you cannot think of the titles, describe them.

3. If you were a teacher, would it be important for you to use films such as those you saw this year? Why or why not?

4. What were some of the things you feel you learned from the films in your classes?

5. Did the films help you to improve any of the following skills? Check those that apply.

   Reading
   Writing
   Learning to discuss
   Camera techniques
   Acting
   Understanding other people
   Sharper observation
   Math concepts
   Science concepts
   Social Studies concepts

6. Please write honestly what you thought about the film project this year.

Thank you for your help.

David A. Sohn

(Student) Grade Kindergarten

1. Of all the films you saw this year, which ones would you like to see again?

FILM	1ST	2ND	3RD	4TH	5TH
Live Teddy Bears	1				
The Train (Railway with a Heart of Gold)	1	1			
Overture/Nyitany			1	1	
2 Girls Who Pretended (A Windy Day)			1		
Pigs			1		1
Duck (Sebastian the Scatterbrain)				1	1
Sheep					1
Two Castles	1				
Animal Mothers and Babies		1	1		
Spring on the Farm			1		
Stuart Little			1	1	
Sunday Lark		1			1
Numbers	1				
The Wall				1	
Cinderella	1				
Pied Piper		1			

(Student) Grade 2

1. Of all the films you saw this year, which ones would you like to see again?

FILM	1ST	2ND	3RD	4TH	5TH
Clay		1		1	
Owl and the Pussycat	2				1
Chairy Tale	3	1		2	1
Dimensions			1	4	
Piece of Paper (Scrap of Paper, A Piece of String)		2	3	4	2
Jack and the Beanstalk		1	1	1	2
Overture/Nyitany	1	2			
Stuart Little	5	2	3	3	3
Sunday Lark	1	2	3		1
The Wall				1	1
Flies (The Insects)	1			1	
Two Castles			1		
Leaves	1	1	1		1
Numbers					1
Frog (motorcycle) (Sebastian the Scatterbrain)			1		
The Daisy	2	2	3		
Jazzoo			1	2	1
Paddle to the Sea	1	1	1		2
Live Teddy Bears	1	2	1		

(Student) Grade 4

1. Of all the films you saw this year, which ones would you like to see again? Why?

FILM	1ST	2ND	3RD	4TH	5TH
Dot and the Line	2	3	2	1	1
Stuart Little	23	2	1	1	0
Paddle to the Sea	3	7	4	5	1
Place in the Sun	1		2	1	5
Corral	1	4	3		
Hiawatha	1	5	3	3	1
Eskimo Artist Kenojuak		1	1	1	2
The Cow			1		1
Three Little Wizards					2
Sailing			1	3	1
Owl and the Pussycat			1	3	1
Tractor, Girl and Farmer					1
Fly Away				1	1
Queer Birds				1	5
Dimensions		2	2	4	2
Loon's Necklace			1	1	1
Sky				1	
Canada (A Place to Stand)			1		
Whaling	1			1	1
Stone Cutter		1	1		
Cat and Dog (Sandburg)				1	
Rabbit				1	
Flat Land				1	

(Student) Grade 5

1. Of all the films you saw this year, which ones would you like to see again?

FILM	1ST	2ND	3RD	4TH	5TH
Hiawatha	2		2		1
Corral		3			2
Dot and the Line	2	1	1	1	2
Stuart Little	11	1	2	2	5
Paddle to the Sea	3	7	3	1	1
Hemo the Magnificent	1				
A Very Special Day	2	2	1	3	2
Two Castles	1	2	1		2
Eskimo Artist Kenojuak	1		2	1	
Any Bell Telephone film	3	1			
Time Machine		2			
A film on sex education			1		
Dimensions	2	6	6	7	
Insects		1			
The Wall		1	1	1	4
Sunday Lark	8	1	4	3	1
Frustration (The Wall)					1
Golden Fish			1	3	1
Pulling Up Flowers		1			
Barbar		1			
The Leaves					2

Grade 5

FILM	1ST	2ND	3RD	4TH	5TH
Man went to beach, made shapes into things		1			
Getting angry			1		1
Flat Lands		3	1	3	
Queer Birds	5	1	2	3	1
Whaler Out of New Bedford		1			1
Place in the Sun		1	6		1
Owl and the Pussycat				1	1
Adventures (raccoons)	1	1	1	1	
Three Little Wizards			1		
Loon's Necklace				1	1
The Cow		2			
All the cartoons		1			
Ones with lots of color			1		
Canada		1		1	2
Alice in Wonderland	1				
Jiminy Cricket		1			
Dot and the Line			2		

(Student) Grade 8

1. Of all the films you saw this year, which ones would you like to see again?

FILM	1ST	2ND	3RD	4TH	5TH
Queer Birds	1	5	7	5	3
Two Castles		4	4	4	3
American Time Capsule	6	9	8	4	4
Silent World	15	8	7	7	2
Golden Age of Comedy	4	7	2	2	7
Surfing	5	2	7	5	4
Run			4	2	1
Insects				2	2
Sailing				1	
Whaler Out of New Bedford				1	
Dimensions				2	2
Chromophobia	2	4	1	4	3
Corrida Interdite	1			1	1
Vergette Making a Pot					2
Degas			1		1
Why Man Creates	7		2	1	2
La Jette	9	2	6	2	6
A Very Special Day	4	4	4	2	5
Occurrence at Owl Creek	13	10	10	3	2
Glass				2	1
Clay	1	1		2	1

Grade 8

FILM	1ST	2ND	3RD	4TH	5TH
The Face			1	1	
The Bell	1			1	1
Whistle Down the Wind	2	2	4	2	5
Dot and the Line			1		
The String Bean				2	
Pigs		1	1		2
Knud			1		2
Chairy Tale			1	1	1
Art					1
Animal Farm	14	3	1	3	1
Nahanni				2	2
Colors and designs			1	4	
Notes on a Triangle		2		1	2
Buster Keaton					2
Dream of the Wild Horses				1	
That's Me	1			1	
Overture/Nyitany					2
Adanac		1		1	
Aquarelle	1	1		1	
Numbers				1	
Dunes				1	1
Nicholas Nickleby	1	3		2	
Primordium	2	1			
Runner				1	

(Student) Grade Kindergarten

2. Can you think of any films you did not like? What were they? If you cannot think of the titles, describe them.

Dimensions - 1

(Student) Grade 2

2. Can you think of any films you did not like? What were they? If you cannot think of the titles, describe them.

Jacky and the Zoo - 4

Sunday Lark - 3

Dunes - 1

Chairy Tale - 3

Live Teddy Bears - 1

Nahanni - 2

One about sound - 1

Daisy - 1

Leaves - 1

Flat Lands - 3

Sailing - 4

Overture - 1

Indian Cave - 1

Owl and the Pussycat - 3

Jack and the Beanstalk - 2

(Student) Grade 4

2. Can you think of any films you did not like? What were they? If you cannot think of the titles, describe them.

When an airplane shot pictures from above - 1 (Fly Away)

Whaler - 15 (Whaler Out of New Bedford)

The Cow - 6

Nahanni - 1

Sailing - 3

Flat Land - 1

Hiawatha - 4

Water's Edge - 2

Queer Birds - 2

A Place to Stand - 3

Fiddle Dee Dee - 1

Eskimo Artist - 2

Loon's Necklace - 5

Dot and the Line - 4

Three Little Wizards - 5

Corral - 1

Owl and the Pussycat - 2

Man on the mountain - 1

(Student) Grade 5

2. Can you think of any films you did not like? What were they? If you cannot think of the titles, describe them.

Three Little Wizards - 3

Dimensions - 3

Hiawatha - 4

Corral - 2

The Wall - 3

Conservation of minerals - 1

Chairy Tale - 12

Whaler Out of New Bedford - 9

Flat Land - 1

Shape (put in jail) - 1

Canada - 4

Sailing - 5

Math ones - 1

Owl and the Pussycat - 2

Loon's Necklace - 2

Eskimo Artist - 1

The Cow - 5

Stonecutter - 3

Dot and the Line - 1

Two Castles - 1

Golden Fish - 1

Nahanni - 1

Running - 1

Any silent film - 1

All cartoon ones - 1

(Student) Grade 8

2. Can you think of any films you did not like? What were they? If you cannot think of the titles, describe them.

La Jette - 3 "pessimistic, hard to understand"

Designs and no talking - 15

Whistle Down the Wind - 7

Surfing - 1

Primordium - 7

Degas - 3

Whaler Out of New Bedford - 23

The Face - 1

Numbers - 2

The Bell - 1

American Time Capsule - 2

Art - 4

Dream of the Wild Horses - 3

That's Me - 4

Pigs - 1

Nicholas Nickelby - 10

Triangles - 1

Run - 2

Capote - 9

Degas - 6

Runner - 3

Dimensions - 4

Two Castles - 3

Chromophobia - 1

Vergette Making a Pot - 4

Where it was all dark and the animals were out and flying around - 1

Dunes - 1

Corrida Interdite - 5

Updike - 3

Sailing - 2

Where Time Is a River - 3

Silent World - 3

Chairy Tale - 3

Nahanni - 1

Occurrence at Owl Creek - 1

Shapes - 2

(Student) Grade Kindergarten

3. If you were a teacher, would it be important for you to use films such as those you saw this year? Why or why not?

NO CHILDREN ANSWERED THIS QUESTION.

(Student) Grade 2

3. If you were a teacher, would it be important for you to use films such as those you saw this year? Why or why not?

"Chick - I think that we should learn how animals and human grows."

"Yes, because it would help the children."

"It would be important to use the films if I were a teacher."

"Yes because you could show it to your pupils."

"I would use them to learn things."

"Yes it helps the class learn more about life."

"Yes because then they would lern to understand orthes."

"No, because I did not like some of them."

"I think it is important for the same because they are interesting."

"I learned that animals are very important to people."

"Why they help you learn why not I didn't understand them."

"Well I would say yes, if the children liked them."

"Yes. Because I believe that science film are educational."

"If I were I teacher I would show the films."

"Yes the are good"

"That's hard to think of."

Positive - 13

Negative - 1

Undecided - 2

(Student) Grade 4

3. If you were a teacher, would it be important for you to use films such as those you saw this year? Why or why not?

"I think it would be very important"

"I learned about police"

"No i do not think it's educational"

"Yes. You learned from them"

"No, I do not think they learned anything."

"Some and some not. Some of them were very interesting."

"Because they were good Because it gave us a lot of imagination for us to make our own storys"

"Whell I though all the classes liked most of the movies"

"yes because after everyone we did something fun like we made a comic strip"

"Yes - because it could help the children."

"Well, I think some of the moves would be good for the children like the one about how a calf how it was born and nursed and learned to walk would be interesting to them but then some of them were too childish and stupid."

"Yes I think it would save a lot of time rather than having the teachers teach you."

"Yes Some of the films were just great on nautral resorses"

"Yes, well some taught a good lesson."

"Yes because some were funny and some were serious."

"Yes, but only some of them. Some of them were just for fun."

"Yes, They help you learn about different things."

"I think those films might be good to urge them to read some of the books like stuart little and paddle to the Sea."

"Dimentions - I think that would teach the children about dimentions"

"Yes because some of the films were educational"

"Yes cause they might be educating and for fun."

"Yes. Some and some are funny."

"Yes because they can learn somethling frome it."

"Yes. It would hep to ltem to understand what the were being taught."

"Yes, cause they were interesting and they could help us in a few different studies."

"Yes, very interesting and a good way to teache us kids."

"Most of them were very nice and others were silly"

"Yes, becuse it give the child a chans to cool off"

"Why because those were good movies and my class liked them."

Positive - 25

Negative - 2

Undecided - 2

(Student) Grade 5

3. If you were a teacher, would it be important for you to use films such as those you saw this year? Why or why not?

"Yes. It taught the pupils how to use their imagination and other skills and techniques."

"Yes, to learn"

"Yes because they would learn from it"

"Yes, because it would improve their imagination, creative writing, etc."

"Yes, it help you think about things you see"

"Yes, because when you can't think of anything to say they give you ideas. They help you express your feelings"

"Yes, because you would want the children to write and discuss what they saw in the film"

"Maybe if you were learning about cows you would like to see 'Cows'"

"Yes. For listening skills"

"Yes, some of the films because they give information"

"No, they all weren't all useful. Some were funny, some were full of information"

"Yes, most of"

"Yes. It's nice to see a funny film once in a while instead of just learning types of films"

"I don't really don't think there important unless your studying about it. There good for enjoyment"

"Yes because you learn a real lot when you see them"

"Yes, for skill in rembering things needed and taking notes"

"Yes, the children would learn about different things and would enjoy them at the same time"

"Yes for study"

"Well for the subject it was best suited for"

"Yes, to help with our studies"

"Yes, because they are educational"

"Yes because they tell you something and you can learn from them"

"Yes because they are good films"

"You learn things"

"No."

"Yes so the children would have something to enjoy 1 morning a week"

"Yes some of them would help in learning"

"Yes because the kids would have something to enjoy and also because some of the films were educational"

"Some of them. For learning"

"Yes, because it could help students in some of the things listed below"

"Yes. Some people may not be good in discussions it would help them, and using creative writing"

"Yes. Because I would like to discuss with the class and it is a nice rest from the work of a teacher that I would have."

"Yes, because it is fun while you learn"

"Yes. It would help the child very much"

"Yes. So you can teach a lesson from the film which you can't show to the students"

"No, because its just for fun"

"Yes, because, if I were teaching a subject I would want a film to help the kids know about it better."

"Yes, because you get good films"

"Yes. Give kids some fun and teach them to observe more closely"

"They learn you things like Sunday like don't run away from something you did and don't be naughtey"

"You, because we saw mostly ed. films on social studies"

"Yes, they were good films"

"Yes. Because I think that the films were very educational"

"Yes, because you can learn from them"

"Yes it would because they teach you something"

"Yes. Because they some of them where egecedginal"

"Yes, to give them the meaning to the film"

"Yes because they were educational and amusing"

"No because it raged all over the place"

Positive - 42

Negative - 4

Undecided - 3

(Student) Grade 8

3. If you were a teacher, would it be important for you to use films such as those you saw this year? Why or why not?

"Yes it would be important. I enjoyed seeing them. I think I learned how to evaluate films and look for the good points in them."

"Yes because it taught some popled new things. They were interesting and they brightened up a boring day. Most kids look forward to them."

"The films I would use (as teacher) are the time film because of the abstract concepts presented, Adanac, because of the filming style and The Silent World because of the exploration technique."

"I rally don't think the films taught us anything. But they were fun, yes, I would use them."

"Yes. I would use these films because I think the kids would feel it would be more of an enjoyable thing than something they had to learn."

"Yes, it would be important because they taught kids things without being boring, I would also use them just for fun too - like the ones with color."

"I would use Unersea World for introduction of oceanography in science. Would use the Occurance at Owl Creek for creative writing unit."

"I would feel that films such as these would give a new deminsion to Language Arts and show a new way of expression."

"They would probably help me because it help expand the imagination."

"No, because most of them didn't seem to fit into any subject. But the one about picture and color would be great for art."

"If I were a teacher I wouldn't think it was important to show most of the films we did see. Only a few pertained to what we were studying."

"I think it would be important, but only the films that have meanings behind them should be used. The film with meanings taught me many things (such as Animal Farm). Some of the other films were just boring."

"I think some of them would because it taught the student things, such as in Animal Farm, it taught them about communism."

"Some of these films have not been what I would call educational for example: the film with all the shapes changing, etc."

"I think the meaningful films such as Animal Farm were educational and more should have been shown."

"Yes, I would use those films because it open's your imagination and lets you see things you would never think of and explore another person's imagination."

"It would be important to show the films because it would give my pupils different views of things."

"I would not use most of these films because they were boring and did not teach anything. Some of them I would use to bring up discussion points."

"For a film study, yes, I would but not just for anything. I think I would so that the kids could look at something and tell your feelings about it and to have an assignment often so you could see what people think about different subjects."

"I think that the films help to develop a student's ability for creativity discussing, understanding. They should be an addition to such subjects as Language Arts, Art and science. They make a student start think about the world around him."

"I don't really know if it would be important. It could be, some of them. Some others were just enjoyable. Some of the cartoons could be used for in-depth studies of real meanings behind them."

"It would be important to broaden the minds of students, to give them fuller understanding."

"Yes, because they teach you lesson that are important in some subjects."

"Yes, some provoke thoughts of the general plots of world politics, could it or could it not be, etc."

"Yes, because they tell points of view and show you things that you normally wouldn't see and learn."

"Yes. For a composition story you would have the kids write to the mood of the picture."

"No, except for a few because they had no real necessary value."

"Yes, for special topics we were studying."

"It really depends on what we study, I think for enjoyment the ones listed above would be good (Surfing, Chromophobia, Two Castles, Silent World)."

"Yes, if you are studying a composition."

"It would be pretty important, it would be a break from the monotony of the week and day."

"Yes., The films are good for writing on and they make you think."

"Sometimes. For language arts."

"In a way, only for L.A."

"To show the students different types of films which they otherwise wouldn't see."

"Yes, I think they are educational. If your students are studying something that has to do with the films."

"Yes. Since many had a message or warning in them. Also, I would use them if they pertained to somethink we were studying."

"Yes. These variety of films encouraged people to write and think. Also it helped to bring out interests in students."

"Yes. These films not only are for enjoyment, but encourage a person to think. In turn their individual talents are shown."

"Not really because most of these did not have to do with what we were studying in class."

"They were interesting, you could learn something from the films."

"Yes, I got a great deal out them and a great deal of enjoyment. It also teaches you how to really rate something. I'm sure everyone else would feel the same way."

"Yes, especially in L.A. because it is good for discussion, debate, and knowing everybody's views, and writing better."

"Yes. They are interesting to discuss and some are educational."

"Yes, because It taught some people to discuss."

"Some of them were funny and could be used as a break between tests or relieve tensions. But even being noneducational they were films that made you think and most were enjoyable to watch."

"Yes, because they were educational."

"The ones about revolution or that express an idea, the ones about the future."

"Yes as introductions to special social studies projects or as art films to show color."

"Some of these films could be used for various subjects, to show students how things should be done in such subjects as math, art, science"

"Yes, because it helps develop a sense of imagination."

"Yes, I think so because you could use films for making a creative theme."

"I don't think its necessary but it helps in observation and writing and a better understanding of film."

"Yes, especially the Silent World which was really excellent, interesting, and educational."

"Yes, it might teach pupils to express themselves more freely."

"Some of them were better than others. I would certainly show my class some of these films."

"Yes, because it gives students a good chance to express thier feelings."

"It made the children happy at the end of the week."

"Yes, It would depend on what I taught. If I taught gym, I'd use the surfing one, etc."

"I would have shown all of them for learning and to find the opinions of the watchers."

"No, not really. They didn't teach you anything. They were nice to see but weren't important."

"Yes, I think so it helps inspire creative writing, also I think it was good as kind of a break from the usual class routine and it would be for any class."

"Yes, it help me, to look deeper in the meaning of the film. The first thing I ask is why did he make this film, what is the value of it to me. This same train of thought can help you in reading and understanding people or events that happern."

"It depends on what you teach. Some of the films were great for making compositions in L.A."

"Yes, some of the film were educational."

"Yes, because it stimlates the thought of the student and I think it gives a person creative ideas which I think is important."

"I think some of the ones shown could be very useful to make a point such as Animal Farm."

"Yes, because I would think the kids would enjoy some of the films."

"Yes, they were very interesting at times."

"I did not like those fast ones and art pictures that went real fast. To me the fast ones did not make sense. They were hard on your eyes."

"Yes, no specific reason."

Positive - 59

Negative - 3

Undecided - 10

(Student) Grade Kindergarten

4. What were some of the things you feel you learned from the films in your classes?

"No"

"I just liked to watch them because I like movies. I didn't learn anything."

"I didn't learn anything."

"I learned about animals babies were called...also their mothers names."

(Student) Grade 2

4. What were some of the things you feel you learned from the films in your classes?

"Not to be bad and not to call cat"

"The film Live Teddy Bears."

"Math. Reading. Understanding animals."

"I learned that they were interesting."

"Koolas have sharp claws and they live in Australia."

"I learned science very well."

"to listen"

"I learned that animal are very important to people."

"Inportnes you can learn from them"

"Well, sometimes some films are board"

"to understand people"

"I learned more about explouring. I learned about careing for each other."

"Science, mathe, shapes, tales, and sailing."

"I learned things I never knew like science and other things."

"I learned a lot from the films."

"I lernd science."

"I feel that we have learned very many lessons and how to get along well."

"The animals."

"To be still and not shout."

(Student) Grade 4

4. What were some of the things you feel you learned from the films in your classes?

"About whalers. About demenshins?"

"More Imadination"

"Reading"

"A good amagination"

"I learned about polise"

"I learned Science Social studies basic learnings all of them were good"

"How you can make beautiful disighns. Being careful"

"I learned stuff about nature acting camera techniques"

"That movies are not as bad as some people say they are"

"about mountains, valcanoes, rocks and earth"

"How much money some of them costed to do because of all that fancy camera work"

"I learned to take part when you are called on and its better to get along than always get in fights"

"How food is made and how North Ameraica is groing"

"We learned that countrys are very much the same as ours"

"How a calf was born. How horses get caught. In three dimensions I enjoyed learning about the different Dimensions. I learned a lot."

"Hiawatha, I learned in Social Studies"

"Science, social studies"

"How the camera can make all the films"

"Absolutely nothing but I enjoyed them"

"1. Learning to Discuss
2. Acting
3. to look for things (to obseve better)"

"I learned about art about how people lived and where they lived"

"That if you were in a cold place where Eskim's live it would feel wierd, I learned about art and poetry, also"

"I learned how different people lived I learned about different art"

"Poetry the way people lived, a story"

"About art and Eskimo's"

"About peoples lives. Art I learned art"

"I learned that eskimos do real good painting and I like them"

"I learned how a real Eskimo house looks"

"about shapes and sizes and other things"

(Student) Grade 5

4. What were some of the things you feel you learned from the films in your classes?

"How to use our imagination a little bit better and learn about the world around you."

"A lot"

"It helps you use your amagination"

"We had to use a lot of imagination"

"Dimensions"

"From all the things you saw in the films that you saw, IF you listened"

"What different peoples appinions were"

"I learned about some dimensions"

"Nothing"

"Mining, fishing, manufacturing, science, studying the globe social studies and a little material on math"

"Information, laughter"

"The feelings of other people"

"Climate, desert, leave things alone,etc."

"About climate, such as desert, I also learned about running and all other things"

"How logs are cut and sent down stream"

"Nothing in the films I wrote"

"Yes"

"The things I learned in"

"Learned how to save oil and other minerals"

"Geometry, science, the past and present and social studies"

"About animals, plants"

"How some people live"

"From the dot and line I learn the shapes"

"Not to be greedy"

"I learned about dimentions, a little about canada, and I learned about whaling"

"I think I've learned a lot in what other people think and what I think I learned to discuss and understanding other people and sharper observation"

"I learned about Canada and about how to hunt whales and also about demintions"

"What can happen to something when it travels in danger"

"I think I learned how to group a little bit in math"

"The many different techniques used to make the films"

"How to describe what I seen in class discussion"

"Learning to discuss and writing it in our own words"

"Things about dimentions, the way cameras can do many neat things, a little about Canada and lots more"

"About mesering time"

"learning to understand people"

"Science lessons, social studies lessons and citizenship"

"How to discuss more and what kind of art drawing"

"1. How to write better idea's
2. To learn how to remember things
3. To learn to take notes"

"Nothing"

"To look closely at things because there was no narration"

"Understanding other things. Social studies. Science. I can't remember."

"I learned mostly about social studies from this years"

"I now have more of a vocabulary with words and the meanings"

"Not much"

"About subjects we were studeing"

"Yes I did learn something"

"About different dimenshons"

"To see what is in the world"

"The sences and other things"

"None"

(Student) Grade 8

4. What were some of the things you feel you learned from the films in your classes?

"Learning to discuss, sharpening observation."

"You learned to look for things that you would not normally look for. you also learned to pay closer attention to the movie."

"I can't think of anything right now."

"Mostly it helped me understand other people and it brought out different emotions."

"I don't really know what I learned except to think about things I see. I mean thinking on different levels and not just taking things at face value."

"I learned to use observation because on some films the picture just flashes on for a second and you've got to pay attention to get the full meaning of the movie."

"I learned to use more observation because some movies were real fast."

"I learned to take a film and write a story similar to the one in the film. What I mean by similar is a type of film like a mystery, etc."

"I learned how a social worker feels, I learned of the not so far off future, where compassion could become illegal. But most of all I developed a sort of standard ethics and moral."

"I think they were better more for inspiring creative writing than actually teaching facts. The only real educational films were Silent World and Fourth Demension."

"It sharpened my observation, I learned about the sea."

"You learned how to open up your mind and I learned more words."

"How to surf better. I can't remeber anymore. I learned about sea exploration."

"How to be picky."

"To understand films better. Also you learned things from specific films."

"Not much but they were amusing."

"To tell good films from bad ones, find a plot easily and to write better."

"I learned how to understand some of the films such as Chromophobia and get the real meaning from them - I wouldn't have really understood the hidden meaning in them before."

"I learned lost of things like the under sea world."

"Not too much."

"You learn to investigate and look deeper into a film."

"To look deeper into films for symbolism, etc."

"Many new opinions and more knoledge of the world around us."

"It's hard. I don't know, these feilms were exciting educational. Most of them were stories, but I learned a lot about the sea."

"What people from different countries like, different movies than we do."

"We learned how to write on them."

"I really didn't learn anything. I just got a feeling."

"Much more about the underwater world and various other things about people, nature, etc."

"Two Castles reminded me of how dumb people really are. Silent World was really educational, it showed environment, I learned about equipment, etc."

"You learned what each film told you. There is too many things you learned to describe, most of the titles told you what you will learn."

"too much to write."

"I learned the most from Undersea World. It was good."

"How to watch a film better (to get the point of the film)."

"Sharpen observation, uderstand of the purpose of the film."

"Nothing I can think of."

"Learned about totalitarianism, oceanography, and the effects of films."

"I learned to be more perceptive. I'm still having trouble explaining why I liked films, but discussing in class has helped me."

"I can't remember any."

"I didn't know that we were to learn anything from these films. I learned how to listen more and to discuss things more distinctively."

"I learned about underwater exploration or about the use of color."

"How to concentrate."

"Really there wasn't much to learn but they really were good."

"Somethings, not too many."

"How to hunt deep sea animals."

"To fit moods from people, to observe more."

"I learned about the Fourth demension, insects, comedy, exposition."

"Angles of oceanography, social conflict, history, tradition, etc."

"I think I learned somethings that will affect my life. It also teaches morals."

"I saw the many possibilities in film."

"I saw many things in these films. We learned about many different types of movies and filming. We learned about how foreign films were different from American. I learned about observing and listening to films."

"I learned about people's ways and feelings. I learned to discuss things in a better way. Giving my opinions on the films made me feel like an individual that I am and not like a part of all the people who conform to other people's ways."

"I learned that a man or men could do that with so many objects some feelings people have when there lonley go over to them and talk to them, to care for people. It helped me discuss things more and tell what I really thought about it."

"I don't feel that I learned much from these films but it was interesting listening to different people's opinions."

"I learned different ways of making films. I learned about making glass. I learned to tell if a film was well-made."

"I learned what little shapes can do and all of the different things you can make, like the ones about triangles."

"How to enjoy a film."

"Some of the films had deep meaning and could be interpreted differently by separate people."

"We learned how to understand films and interpret them. These films showed good feelings and expressions by the way the color and techniques were put into them."

"I don't think I learned anything much from the films. Maybe I learned some about the social studies film."

"Nothing."

"I really don't think I learned anything."

"Some of the films like the one of the Black and White soldiers taking over the color was a good example of some problems and in a way helped me understand them."

"I learned from films many different filming techniques about lighting and acting observing and from film follow-ups, I learned a lot about symbolism."

"I learned about how color and black and white effects the moods of the audience. You learned to look at things from different view points."

"I learned about many things around the world and learned how some films are made. I learned to summarize films and to evaluate them and discuss them."

"Some of the things I felt I learned were how to summarize a movie, how to evaluate, and how to discuss them. From some of the movies you could really learn something from them."

"I really don't think the films taught us anything. But they were fun."

"Actually I learned very little because due to our language arts system I was not present in class. However, some of the films set me thinking and I evolved some hypothises about demension."

"We learned how camera men shot the picture. We talked and learned about sharper observation."

"I never discussed things before the film study. After the films I discussed them."

(Student) Grade Kindergarten

6. Please write honestly what you thought about the film project this year.

"I like the movies because they were about things."

"I would rather see the films than do anything else."

"I enjoyed the movies."

"I liked it."

"The movies were good."

(Student) Grade 2

6. Please write honestly what you thought about the film project this year.

"It was great"

"I feel that the film project this year was very nice. I think it was nice because I think we have learned a lot from it and learned good lessons."

"I think that the films this year were better than last year."

"Learning/ Acting/ Understanding/ social Studies/"

"I have learned alot from il. Like science, math, shapes, tales, and sailing."

"I think it is very nice because it helps the children learn more about what is around them."

"I think it was very very good because my children would get alot out of it. because I would talk it out with them"

"I liked it very much"

"I thought it was a good success"

"I thought that some were happy and some were sad and some were scary."

"It was very good and i enjoyed it."

"I thought that some of the films made people learn. I'll prove it I did not not a lot about science, but one day I saw this film and then I knew science alot."

"I think I leard a lot of things."

"I thought it was very interesting."

"It was interesting."

"I have learned very much from the films"

"Good"

(Student) Grade 4

6. Please write honestly what you thought about the film project this year.

"I thought it went perfect all most every time there was a movie"

"Well I liked some so I gess that means It was you had a good thing going for you and the forth grade"

"I thought they were real good"

"I liked it very much some were loving"

"I thoughth some were good and some were boring"

"I thought it was real good"

"I thought it was very interesting and I looked forward to it. I did not like some of the movies."

"Half of them were good and half of them weren't"

"It was very good and very interesting but some were boring"

"I thought it was very good and we should have more of them"

"I feel it didn't help much but got a few people to want to read"

"I think that most of them were very good"

"I liked most of them but some were boring"

"I liked the films very much and I think we should have them next year"

"I thought some of the movies were good and I mentioned the ones I thought weren't good. I think the film project went well."

"I think it was a great thing. It helped to learn about the subjects that were shown in the films."

"I though it pretty good and well organized"

"I thought that most of the films were very good and I hope we get to see more next year"

"Very Good!"

"I think it was good but some of them were bad. Us kids like ones like Stuart little. it was a good !!!!!!"

"that the movies did help you"

"I *liked* it alot!"

"I thought it was wonderful. I think it was *really good*!!"

"I thought they were all very good this year"

"I through tha were very good"

"I think we really shouldn't have them there not learning"

"I thought it was very good"

"I think it was good for learning how to use your Imagination, acting and to discuss"

"They might of continued showing them for the rest of the year. Some of them were a little boring, but most weren't. Those that were boring to some people caused them to talk and thus distacting other people."

(Student) Grade 5

6. Please write honestly what you thought about the film project this year.

"We thought it was very good project because it taught us many skills and techniques and understand the world better"

"It was good you lern a lot"

"We liked it because they helped us learn and also we missed reading on Tuesdays"

"They were good and helped me a lot. I also liked them."

"I enjoyed them better than regular reading class. I think other children would like them too. But I think you should let younger grades see and write about them too. You would be surprised."

"It was good because you missed reading!"

"Some of them were education some fun but some were just dumb"

"I thought it was good and interesting"

"I thought most of the movies were good but some of them ...."

"The Films were interesting"

"I think the films were excellent, that means most of the films were very good."

"The films were good but some were not worth seeing"

"It was very nice"

"It was very good but I think that some of the films weren't worth showing"

"I liked it very much and hope I can either see them again or see some more"

"I think the film project this year was very good"

"Most of the films I saw this year were good but some I didn't like"

"It was good, but I don't think we should have had them in reading"

"I thought it was over age"

"I liked it and it was most helpful in Social Studies and Science"

"I liked it very much. I would have time to rest"

"It was very good this year"

"All most all were good"

"I like them the movies were very good movies"

"Loon neclice"

"I think they were in no use"

"I liked it alot (at least most of them). It was fun to see some of them. I'd like to see some of them again if I had a chance."

"I thought it was very good. I was good learning and in some parts of it, it was funny."

"I honestly thought that some films were dumb! but others I REALLY! liked. I think that they should have another one in school time! Some of the films were really interesting. I would like to really see more."

"Most of them were very good but some of them were poor."

"I liked most of the films because they were interesting and educational"

"It was fun and enjoyable"

"I think the project this year was good, none of the movies were boring"

"It was diffrent, interesting, and sometimes it taught a lesson. The ones I liked the best were the ones that told stories."

"I think it was a good deal. One reason is the fact that you can rest from reading all week. Other reason is because I enjoy to watch movies. I like to see the movies also because it sort of relaxs me on a good day of the week, Friday."

"I liked it. It was very interesting."

"Very good!!"

"I think this was very fun"

"½ and ½. Alot was boring and silent and alot was very interesting."

"It was fun"

"I thought it was a good project, but some of them were to silly for 5th graders"

"The films were not like what we like to see"

"It was pretty good"

"It was pretty good, besides the few bad ones"

"It was good for ed and we had some fun films. So I thought it was a good film year."

"I think the films this year were very nice."

"I really liked it"

"I liked them very much"

"I thought it was good"

"I think that it was good. I hope they continue it next year"

"I realy, realy liked it"

"I liked it very much"

(Student) Grade 8

6. Please write honestly what you thought about the film project this year.

"I liked the film study when I saw films that were interesting. In order for the film study to be effective every movie had to be followed up by an assignment. Our class had a number of assignments while my brother's class had very few."

"I though it was a good idea because it was fun and educational"

"I thought it was a good idea."

"It was fun and we did something but I think I liked it mostly because it was a break from the classroom monotony."

"I think it was an excellent project; it was different and fun and in a way as important for development of opinions about films and what is in them."

"I though it was excellent. I enjoyed it very much, and wish we could of continued having it."

"I liked it because they were quite a few good films."

"Most of the films were pretty good."

"I think these film studies should be continued."

"I really liked the film project because kids looked forward to the projects. It helped days that were so boring!"

"I think that the film projects was overall, a great flop. There were about 7 excellent films, but the rest were just food for headaches."

"I though it was great! It was 45 minute break from that everyday slow boring day."

"I really thought the film projects were good. It was interesting the way we had different types of films almost every week. I really had a lot of fun."

"I think the film project was very good because it taught us many things. I liked these films because they were unusual which made them very interesting. I liked having these films during our academic subjects, it gave us a rest."

"Most films were very enjoyable. Of course a few duds get in with every crowd."

"I honestly thought that the filmstudy brought a newer and more interesting demension to school. Besides learning from the films they were also entertaining. They only thing I thought bad about the films was that at the end of the first semester, I and I think others became bored with films so often. I feel that the program might have been more profitable if they were shown only weekly or bi-weekly."

"The film study was interesting and exciting not all the films were good or very interesting but I enjoyed watching the films to see what they would show us next."

"I think most of them were boring."

"It was pretty good but some of the films were very boring."

"I don't think I learned anything much from the films, but I did enjoy seeing them."

"I thought the film project was very good this year. Of course, some of the films were boring. But there were also a lot of good films. I enjoyed the film study and I learned many interesting things."

"I thought the film project was very good. Some of the films weren't really showing any plot. But most of them were and in an interesting way."

"I feel that the project was worth while but better films would be advisible."

"I thought that it was very enjoyable, and it was a change from the everyday class."

"I thought it was an excellent idea and should be continued in all schools but my teacher didn't put any imagination into the review of them."

"I thought some of the films were good like the ones that were exciting and told a good plot about someone instead of an object. But others were boring but creative."

"I thought a few of the films were very worthwhile to see. On the whole, however, I thought it wasted time more than anything else. The few really good films made it worthwhile though."

"I did not like the film program this year. A few of the films were very good but most of them were boring and a wast of time. If I were a teacher I would single out at least half of the film and just show the one I would be sure the children would like."

"I really liked it. It was really good I wish we could always have it. It gave me some thought to think about, it helped me understand things that I've never really thought about or cared, it was great."

"I thought the project was a good experience. The films were all good in their own way, although some I feel could have done without. I would enjoy participating in another project. I also liked the opportunity for creativity."

"I really enjoyed it imensly. I'm just sorry its over. I really looked forward to Fridays. I really liked it. I wish we could have this next year."

"I thought it was a very good idea. In general the films were excellent."

"I think that is was very worthwhile and very interesting."

"I feel it should be continued because otherwise there isn't any other opportunity to enjoy these films."

"I thought it was great but some films weren't very good but I learned from them. I thought the project was entertaining and beneficial."

"I thought it was a really good project that should be continued."

"I thought it was o.k. But it had some dumb movies."

"I thought it was really a good thing and interesting."

"I enjoyed them, but I didn't understand the reason for it all."

"I thought it was pretty good."

"I liked most of the films that were shown. I always looked forward to the Friday morning movie. They all left me with a kind of feeling, with nothing to say about it. Sometimes I didn't like the discussion, or the comments people made during the film. I think this project would be better with a smaller group who really want to do this and then have a casual discussion."

"I thought it was fantastic that kids our age were exposed to films like these. It helped me start thinking about things and observing things better."

"They were ok. Some of them were good and some were bad."

"They were very good but at the end became too boring."

"I thought the five listed were about the only good ones (Silent World, La Jetter, A Very Special Day, Owl Creek, Why Man Creates)."

"It was the first thing that really great that has come my way."

"Really I liked these films. Not all but most of them. I liked to get out of classes it was fun. But honestly, I think films are good, educational and very enjoyable."

"I really thought that the films study was quite interesting, educational and even more, FUN!"

"I think this film study was really good. Even though all the films didn't appeal to me, you can't always the same type of films all the time. I now have a better understanding of different areas covered in these films."

"The film study is really wonderful. I like the idea of relaxing and enjoying a film with nothing to interrupt it. Not all the films appealed to me, but you can't be pleased all the time. I liked it."

"I liked this very much, its sort of a break from educational movies."

"I liked the film project very much. I learned lots of things from some of the movies."

"I thought it was great. I enjoyed it thoroughly."

"Excellent except for a few films like the Whaling."

"Great!!"

"It was Great!"

"None of the films were exactly made to teach you academic principles except maybe the Jaques Cousteau films but all were very, very enjoyable and should be continued for all eighth graders."

"I though it was junky."

"I think the film study was very good this year and should be continued."

"I thought the film study was worth my time and I enjoyed seeing the films and discussing them in class."

"The film project this year I think was very educational, in most cases. Some of the films, for instance the 15-20 minute ones were cute, but shouldn't be shown to junior high students. But in general, I liked it."

"It was ok, but some of the films were wierd."

"I thought it was a very worthwhile. and I hop that I can have it again."

"IT WAS GOOD. Except there were no 'adults only' films."

"It was good."

"I liked it - it was interesting and you learned different techniques of camera and so on."

"I really liked it - it was entertaining and very interesting. I thoroughly enjoyed it, except for a films that I didn't like."

"I liked the films very much and I thought the class was worth the effort."

"Very good, some were really great they were interesting and educational and some were funny."

"I thought it was a good project and should be continued next year for the 7th graders to have the same opportunity as us."

"I liked it very much because I like seeing and producing films. It helped my understanding."

"I thought it was great!"

"It was very good with some very good photography."

"I liked it, we saw good films and they were good for both creative writing and for a break from the usual routine."

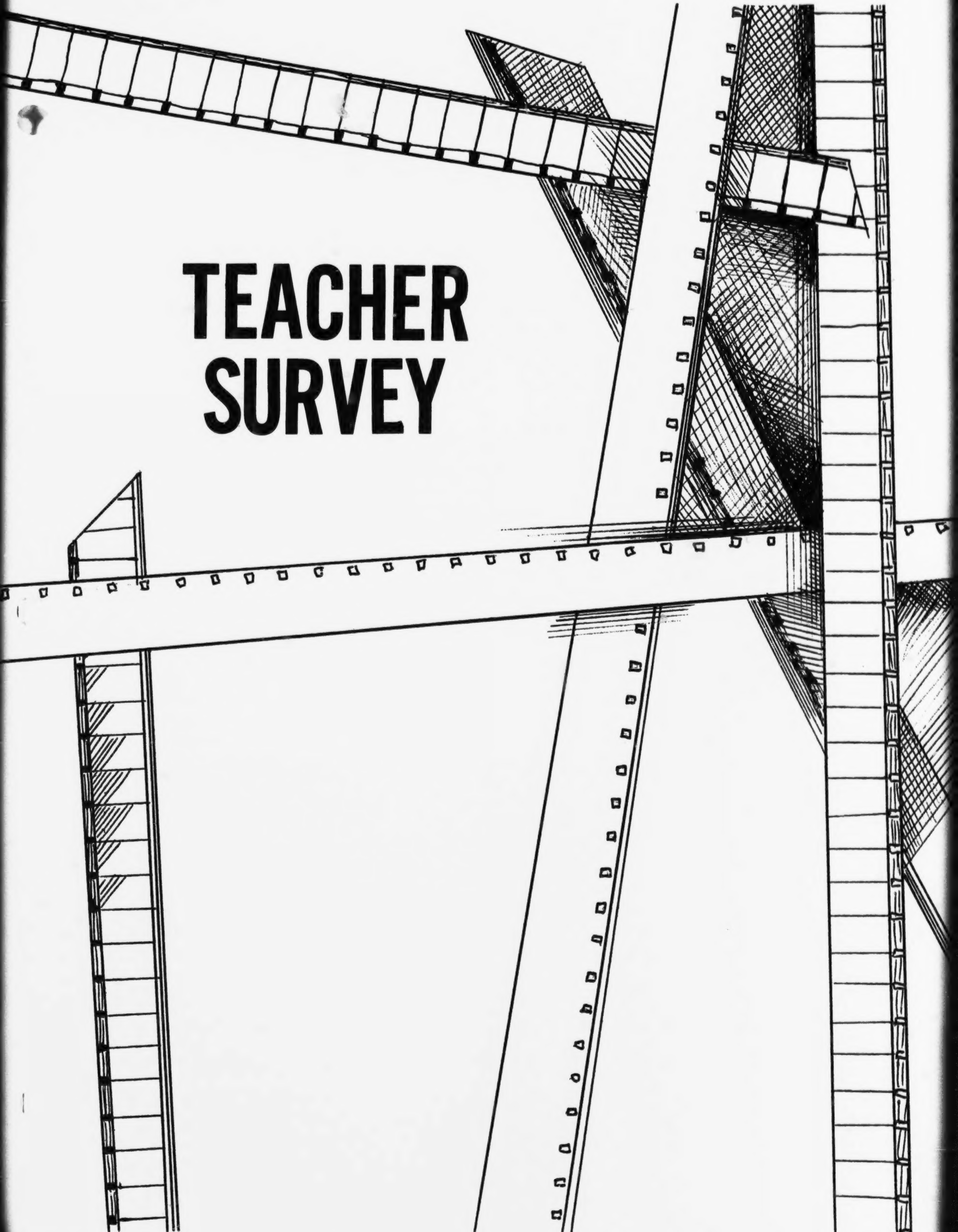
"To me the film study brought out a different deminsion of meaning where the surface of the film is sur-realistic. And the rest is left to you."

"I enjoyed it very much. Some of the films were boring but the good ones made up for the bad ones. It widened my knowledge on the subjects that the films were on. I liked a lot of the art films best."

"I think the film project this year was extremely good. It taught much, was very useful and was one of the most interesting experiences in films I have had. I also think the whole choice of films was excellent."

"It was ok. Some of them were really nice, but they weren't so important. I really haven't realized it but they have helped me and let more words come out and my vocabulary has become bigger. It opens the mind."

TEACHER SURVEY



SAMPLE OF TEACHER SURVEY

The American Film Institute Curriculum
Site Project Survey
District 65, Cook County
Evanston, Illinois

Gregory C. Coffin, Superintendent

Under the terms of our grant from the American Film Institute, we must prepare a final report on our study. Your cooperation is very important. Responses to the following questions will be data for a major part of the report. Please take a few minutes to answer these questions specifically, carefully, and frankly.

Answers will be considered confidential, and any responses will be used in the report without referring to individuals.

Name______________________________Grade level taught________School__________

1. What, in your opinion, were the five most successful films that you used with the film project this year? If possible, comment as to why they worked well.

2. What were the five least successful films in the project? Why do you feel they failed?

3. What general types of films work well with your classes? Check those that apply.

___ photography with music (no dialogue)
___ cartoon animation
___ instructional films with step-by-step narration
___ documentary
___ feature films
___ humorous films
___ film as short story
___ visual poetry (film with music but no narration)
___ visual essays (film with music but no narration)
___ very short films with fast images
___ black and white photography
___ color photography
___ other (explain)

4. What general types do not work well with your classes? Check those that apply.

___ photography with music
___ cartoon animation
___ instructional films with step-by-step narration
___ documentary films
___ feature films
___ humorous films
___ film as short story
___ visual poetry (music but no narration)
___ visual essays (music but no narration)
___ very short films with fast images
___ black and white photography
___ color photography
___ other (explain)

5. In your opinion, did films improve student competence in the following areas:

Reading skills	yes	no
Reading appreciation	yes	no
Writing skills	yes	no
Oral expression	yes	no
Role playing	yes	no
Art skills	yes	no
Sharper observation	yes	no
Understanding other cultures	yes	no
Understanding other people	yes	no
Creative thought	yes	no
Literary forms	yes	no
Appreciation of film techniques in theatres and television	yes	no
Other areas (please comment)		

6. What problems did you encounter during the project that need to be solved in any future program?

7. Would you use films like those in the project with your classes next year? If so, to what extent and how.

8. Please describe any follow-up activities that you employed that were particularly effective.

9. Please write your candid opinion of your total use of films with your classes during the project. Specific comments and examples will be most helpful.

Thank you for your cooperation.

David A. Sohn

(Teacher) Grade Kindergarten

1. What were the five most successful films you used with the film project this year?

Stuart Little - 1

Overture/Nyitany - 1

Scrap of Paper and a Piece of String - 1

Owl and the Pussycat - 1

(Teacher) Grade 2

1. What were the five most successful films that you used with the film project this year?

Stuart Little - 2

Chairy Tale - 1

Nahanni - 1

Clay - 1

Paddle to the Sea - 1

Overture/Nyitany - 1 "provided discussion on life usually kept from children"

Leaves - 1

Sunday Lark - 1

(Teacher) Grade 4

1. What were the five most successful films that you used with the film project this year?

   Corral - 1 "excellent"

   Queer Birds - 1

   Fly Away - 1

   The Cow - 1 "nature's beauty"

   The Dot and the Line - 1 "creative thinking"

   Stuart Little -

   Hiawatha - 1

   Eskimo Artist Kenojuak - 1

   Owl and the Pussycat - 1

(Teacher) Grade 5

1. What were the five most successful films that you used with the film project this year?

Stuart Little - 3 "Humorous and carried message for students"

Dimensions - 1

Golden Fish - 1

Leaves - 1

Running - 1

Two Castles - 1

Corral - 1

Dot and the Line - 1

Paddle to the Sea - 3

Queer Birds - 1

Place in the sun - 1

Loon's Necklace - 1

Eskimo Artist Kenojuak - 1

The River - 2

(Teacher) Grade 8

1. What were the five most successful films that you used with the film project this year?

American Time Capsule - 3 "A novelty"

Moods of Surfing - 4 "learned to see in new ways; good music and sports"

Queer Birds - 3

Silent World - 5

Chromophobia - 3 "great discussion on symbolism"

Why Man Creates - 3 "fast action"

La Jette - 2 "discussion on world situation"

Occurrence at Owl Creek Bridge - 3

Golden Age of Comedy - 1

Still Waters - 2

Glass - 1

Pigs - 1

Clay - 1

Nahanni - 2 "interesting discussion"

Overture/Nyitany - 1

Whistle Down the Wind - 1

Knud - 2

Chairy Tale - 1

A Very Special Day - 2

Film - 1

Run - 1 "identification with modern world"

(Teacher)　　　Grade Kindergarten

2. What were the five least successful films in the project?

Flatland - 1

The Wall - 1 "funny, but pointless"

(Teacher) Grade 2

2. What were the five least successful films in the project?

Flatland - 1 "difficult to understand"

Jack and the Beanstalk - 1 "boring, too familiar"

Owl and the Pussycat - 1

Golden Fish - 1 "Racist, yet beautiful"

Overture/Nyitany - 1 "inappropriate for young children because they became afraid to eat eggs"

(Teacher) Grade 4

2. What were the five least successful films in the project?

Whaler Out of New Bedford - 2 "long, drawn out"

Flatland - 1 "too difficult"

Begone Dull Care - 1

Fiddle Dee Dee - 1

Three Little Wizards - 2 "too babyish, too short"

Owl and the Pussycat - 1

Man and the Mountain - 1

Loon's Necklace - 1

(Teacher) Grade 5

2. What were the five least successful films in the project?

Chairy Tale - 3 "above level of student comprehension"

The Wall - 2

Sunday Lark - 2 "above level of student comprehension"

Whaler - 2

Dot and the Line - 1

Three Little Wizards - 1

Flat Lands - 1

Eskimo Artist Kenojuak - 1

Dunes - 1

"Any of the animated ones were too stimulating for my groups."

(Teacher) Grade 8

2. What were the five least successful films in the project?

Whaler Out of New Bedford - 3 "no action"

John Updike - 1 "boring"

Degas - 3 "slow-moving, kids turned off at times"

Exposition - 1 "meaningless"

Two Castles - 1 "No meaning"

Where Time Is a River - 2 "Students have no training to appreciate art work"

Shapes - 1

Short "art" films - 1 "students bored after first two or three, better in small doses"

Why Man Creates - 1

A Very Special Day - 1

La Jette - 1

An Occurrence at Owl Creek Bridge - 1

The Bell - 1

Still Waters - 1

Aquarelle - 1

Vergette Making a Pot - 1

Rival World - 1

(Teacher) Grade Kindergarten

3. What general types of films work well with your classes?

cartoon animation - 1

feature films - 1

humorous films - 1

film as short story - 1

color photography - 1

(Teacher) Grade 2

3. What general types of films work well with your classes?

photography with music (no dialogue) - 1

cartoon animation - 1

documentary - 2

feature film - 1

humorous films - 1

film as short story - 1

visual poetry (film with music but no narration) - 1

visual essay (film with music but no narration) - 2

very short films with fast images - 1

black and white photography - 1

color photography - 2

(Teacher) Grade 4

3. What general types of films work well with your classes?

photography with music (no dialogue) - 1

cartoon animation - 2

documentary - 1

feature films - 2

film as short story - 1

visual poetry (with music but no narration) - 1

visual essay (with music but no narration) - 1

color photography - 2

(Teacher) Grade 5

3. What general types of films work well with your classes?

photography with music (no dialogue) - 3

cartoon animation - 1

instructional film (with step-by-step narration) - 2

documentary - 2

feature films - 3

humorous films - 2

film as short story - 3

visual poetry (with music but no narration) - 1

visual essay (with music but no narration) - 3

very short films with fast images - 1

black and white photography - 2

color photography - 4

(Teacher) Grade 8

3. What general types of films work well with your classes?

photography with music (no dialogue) - 6

cartoon animation - 5

instructional films with step-by-step narration - 2

documentary - 4

feature films - 6

humorous films - 5

film as short story - 5

visual poetry (film with music but no narration) - 5

visual essays (film with music but no narration) - 5

very short films with fast images - 4

black and white photography - 3

color photography - 6

(Teacher) Grade Kindergarten

4. What general types do not work well with your classes?

instructional films with step-by-step narration - 1

documentary - 1

very short films with fast images - 1

color photography - 1

(Teacher) Grade 2

4. What general types do not work well with your classes?

photography with music - 1

instructional films with step-by-step narration - 1

color photography - 1

(Teacher) Grade 4

4. What general types do not work well with your classes?

photography with music - 1

instructional films with step-by-step narration - 1

documentary - 1

visual poetry (music but no narration) - 1

visual essay (music but no narration) - 1

very short films with fast images - 1

black and white photography - 2

(Teacher) Grade 5

4. What general types do not work well with your classes?

photography with music - 1

cartoon animation - 2

instructional films with step-by-step narration - 1

documentary - 2

humorous films - 2

very short films with fast images - 2

black and white photography - 2

"It was not the type of film but 'the particular film' that would not work with my class."

On animated films: "pupils get silly - difficult to turn off"

"too stimulating"

(Teacher) Grade 8

4. What general types do not work well with your classes?

cartoon animation - 1

instructional films with step-by-step narration - 5

documentary - 3

humorous films - 1

visual poetry (music but no narration) - 3

visual essay (music with no narration) - 2

very short films with fast images - 2

black and white photography - 1

"films of art work, flashes of famous paintings"

(Teacher) Grade Kindergarten

5. In your opinion, did films improve student competence in the following areas:

	YES	NO
reading skills		
reading appreciation		
writing skills		
oral expression	1	
role playing	1	
art skills		
sharper observation	1	
understanding other cultures		
understanding other people		
creative thought		
literary forms		
appreciation of film techniques in theatres and television		
other areas (please comment)		

(Teacher) Grade 2

5. In your opinion, did films improve student competence in the following areas:

	YES	NO
reading skills		2
reading appreciation	1	1
writing skills	1	1
oral expression	1	1
role playing		2
art skills	1	1
sharper observation	1	1
understanding other cultures	1	1
understanding other people	1	1
creative thought	1	
literary forms		2
appreciation of film techniques in theatres and television		2
other areas (please comment)		

(Teacher) Grade 4

5. In your opinion, did films improve student competence in the following areas:

	YES	NO
reading skills		2
reading appreciation	2	
writing skills	1	1
oral expression	1	1
role playing		2
art skills	2	
sharper observation	2	
understanding other cultures	2	
understanding other people	2	
creative thought	2	
literary forms	2	
appreciation of film techniques in theatres and television	1	1
other areas (please comment)		

(Teacher) Grade 5

5. In your opinion, did films improve student competence in the following areas:

	YES	NO
reading skills		3
reading appreciation	1	1
writing skills	4	
oral expression	3	1
role playing	1	
art skills	2	
sharper observation	5	
understanding other cultures	3	
understanding other people	4	
creative thought	3	
literary forms	3	
appreciation of film techniques in theatres and television	1	2
other areas (please comment)		

(Teacher) Grade 8

5. In your opinion, did films improve student competence in the following areas:

	YES	NO
reading skills		5
reading appreciation	4	2
writing skills	7	
oral expression	7	
role playing	1	2
art skills	5	1
sharper observation	6	
understanding other cultures	5	
understanding other people	6	
creative thought	6	
literary forms	5	
appreciation of film techniques in theatres and television	7	
other area (please comment)		

(Teacher) Grade Kindergarten

6. What problems did you encounter during the project that need to be solved in any future program?

"Timing - and the routineness. I feel the children would have responded better if the movies could have been shown at various times rather than on one day of each week."

(Teacher) Grade 2

6. What problems did you encounter during the film project that need to be solved in any future program?

"Just the fact that it was too regimented because we saw the films at the same time, in the same place, every week."

"Inadequate time for previewing, disorganization, films arrived minutes before showing time."

(Teacher) Grade 4

6. What problems did you encounter during the film project that need to be solved in any future program?

"Some of the films were too short and not worth the effort. Need to be more selective in choosing the films. The children resented the ones they felt were too babyish or silly."

"Sometimes teachers were unable to preview films - a short (written) preview before would have been helpful in that case - perhaps suggestions for follow-up."

(Teacher) Grade 5

6. What problems did you encounter during the project that need to be solved in any future program?

"Selection and review of films. It would help to have evaluation or summaries of film idea prior to showing."

"Time to prepare a good lesson."

"previews - thoughtful planning and explanatory background materials (when given) proved helpful. Children resist 'follow-up' activities, that were stilted or 'as usual' kinds of approaches."

"Too many films. Every other week would be sufficient."

(Teacher) Grade 8

6. What problems did you encounter during the project that need to be solved in any future program?

"I understand the purpose of presenting films in large groups (this is the way adults see films), but I feel a more intimate setting (the classroom) is more appropriate for 8th graders who need to develop a sensitivity to film and film reaction."

"Scheduling did not always allow for enough follow-up time for in-class activities and discussion."

"Films used in film study should not be used in other grades prior to film study use. Ample time between films to exhaust the teaching and creative possibilities."

"I'd like to be able to preview the films and also have some indication of what the students should do after the class has seen the film."

"I need to know the content of the film before I show it so that I can prepare a worthwhile lesson to accompany the film. Otherwise, many of the films turn out to be viewed for entertainment only."

"Extended use of the auditorium with classes; sound system needs improving; improved efficiency of projectors."

"Timing. Some films are too long for time allowed in schedule. Several times our groups were forced to leave the auditorium and relocate to see the conclusion of a film. Once in a while, we were unable to view the entire program of films."

(Teacher) Grade Kindergarten

7. Would you use films like those in the project with your classes next year? If so, to what extent and how.

"Some."

(Teacher) Grade 2

7. Would you use films like those in the project with your classes next year? If so, to what extent and how.

"I would use certain films again next year - more or less to prompt a creative atmosphere allowing the children to grasp at the symbolism of the films. I would like to relate it more to reading, poetry and literature, and to have the children find the inner meanings to the words they use so often."

"A few, if appropriate to children at their levels."

(Teacher) Grade 4

7. Would you use films like those in the project with your classes next year? If so, to what extent and how.

"Yes, in much the same way."

"Yes, as a means of stimulating creative thinking. It would be helpful to have a complete list of the ones we saw and choose which we'd like for next year."

(Teacher) Grade 5

7. Would you use films like those in the project with your classes next year? If so, to what extent and how.

"Yes, but not as many or often. . .no animated cartoons."

"Decidedly so, if available!"

"Yes. Some for observation, sequence, language arts, social studies, art, just enjoyment."

"Yes, those that fit or would be of interest to the students."

(Teacher) Grade 8

7. Would you use films like those in the project with your classes next year? If so, to what extent and how.

"Yes. I'd suggest using many again."

"Yes. For understanding other cultures, peoples and creative thought."

"Yes, I hope. A similar plan, with one period instead of two."

"The films could be valuable in teaching literature and literary techniques and terms, i.e. the films could be nicely correlated with the composition unit Stop, Look and Write."

"Definitely - on a weekly basis, with the above [previewing and arranged follow-up activities] as a factor."

"Yes!"

"To assure that we could correlate areas of learning. I would like to explore areas such as those listed under #5."

"Yes, it would be great to continue this sort of program. Once a week viewing with plenty of follow-up time would be ideal."

"Once a week session with special films - perhaps a double period set up. One period for film showing and the next for discussion and creative expression through writing, art, acting, etc."

(Teacher) Grade Kindergarten

8. Please describe any follow-up activities that you employed that were particularly effective.

"Used discussion most often, just because of the time limit. Several times we had projects. A Piece of String and a Scrap of Paper was the stimulus for art."

(Teacher) Grade 2

8. Please describe any follow-up activities that you employed that were particularly effective.

"Most of our follow-up activities were the use of free discussion and expression. The children also enjoyed illustrating the films, making their own books, dioramas, group committee reports, and original stories."

(Teacher) Grade 4

8. Please describe any follow-up activities that you employed that were particularly effective.

"writing - illustration of poetry - art projects - discussions"

"Most effective was the creative art work and creative writing that we did. Also, many of our follow-up discussions."

(Teacher) Grade 5

8. Please describe any follow-up activities that you employed that were particularly effective.

"Art and written activities describing or illustrating films."

"Small group discussion - questions on ditto - some art work."

"We did a wide range of activities - I recall some interesting characterizations and cartoons following Queer Birds - creative art ideas with Dot and the Line, Dimensions, Shapes. I was pleased with the abstract thinking of students after seeing the Stonecutter and Place in the Sun. Our own myths proved a fine activity following the Loon's Necklace. Poetic expression and other forms of creative writing were employed as seemed fitting."

"Creative writing and drawing worked best. Sometimes - nothing. Children 'balk' at always having to re-do things."

(Teacher) Grade 8

8. Please describe any follow-up activities that you employed that were particularly effective.

"Discussion of films and film techniques and writing assignments varied from film to film."

"Many of the activities included creative project assignments dealing with a specific theme. Allowing students to choose any creative media (art, poetry, short story, etc.) for their assignments was effective. In that way, every student could do something to fulfill the assignment."

"Creative writing techniques; art correlation, exercises in use of effective simile and metaphor, comparison between the abstract and the real, historical short story fiction."

"comparing two unalike films (Sailing and Primordium); stop-film method, writing ideas."

"The most successful activities were in using the films as examples of literary terms, such as the parable, irony. Tyger, Tyger was another successful movie in teaching the poem to the class. Creating mood works well as a result of several of the movies."

"Always discussions were effective. Often creative writing related to the film, sometimes art or ceramics."

"Role playing, art skills, oral expression"

"Creative writing, discussion panels of children (speaking about the films in an impromptu way), creative work (especially art), small group evaluation."

(Teacher) Grade Kindergarten

9. Please write your candid opinion of your total use of films with your classes during the project. Specific comments and examples will be most helpful.

"On a whole, the films shown to the kindergarten were good. There were those that I liked, but they didn't, and vice versa. I can understand your reasons for not wanting the children to know about the films but for the teachers to plan a good follow-up, we need more time to preview films."

(Teacher) Grade 2

9. Please write your candid opinion of your total use of films with your classes during the project. Specific comments and examples will be most helpful.

"The film project as a whole was a very good idea. The projected outcome, a resource book for teachers will be very helpful. The children, from the start of the project were very eager to participate. Their interest, however, did dwindle because of the fact that the time we saw films was the same every week. After a while, they just watched the films without honestly reacting to them. For example, toward the end, they found all the films to be 'very interesting' or 'funny' - without giving them any thought at all.

They did enjoy, very much the films without narration. I too enjoyed these because they forced the children to use their imagination.

Many of our discussion periods were very enlightening. The children freely expressed their opinions and inner thoughts.

I certainly plan to use some of the films again next year."

"We preferred to have time to prepare for use with the children in order to make this a meaningful and relevant experience. Not knowing even how long a film might be was frustrating in that it made it very difficult to plan."

(Teacher) Grade 4

9. Please write your candid opinion of your total use of films with your classes during the project. Specific comments and examples will be most helpful.

"From my brief experience with it (since mid-Feb.) I thought it was very helpful in that the children were introduced to films different than ones I have chosen for classroom viewing.

In our particular case it was a good way to bring our ability grouped readers together in their homeroom. It was a stimulating change of pace."

"I think viewing the films each week helped sharpen the powers of observation of many of the children. They learned to observe, criticize, form opinions. And very important, they learned to discuss and share observations. A lot of our follow-up consisted of critical evaluation of the films and the ideas presented in them."

(Teacher) Grade 5

9. Please write your candid opinion of your total use of films with your classes during the project. Specific comments and examples will be most helpful.

"This was a very interesting and worthwhile project. We certainly worked with films reflecting many ideas, some old, but many innovative. The children truly have a repertoire under their skulls. Today they listed for me the films (orally) giving the main ideas set forth. Some of the children have extensive knowledge of film techniques. Again the child with greater language facility and experiential background usually sees more and reacts more frequently in a variety of ways. But I also hasten to add that the less articulate who often turn off during discussion or when other means are used to motivate for creative language activities, have a feeling with a common experience and are stimulated to action within the framework of their abilities and talents. The very short films with fast images in general were least effective with my group."

"The films we had time to review and make good plans for were generally acceptable, some films were not really useful or fit our needs at the time."

"Selection of films did not seem to fit the interests of the students."

"Would much rather have them in the classroom instead of auditorium. But I don't like a tiny screen on movie mover. I like a big picture."

(Teacher) Grade 8

9. Please write your candid opinion of your total use of films with your classes during the project. Specific comments and examples will be most helpful.

"All children profited from the film study. Many children who normally had some difficulty in school could receive success experiences from film discussion or assignments. Films were a perfect extension of the language arts program."

"Our class engaged in such projects as: making scrap books on the various films (Undersea Life), role playing using various faces and telling emotional feelings, short skits were made up using the film The Golden Age of Comedy."

"The film project was a delightfully important instructional art form. If possible, the films should vary in style from week to week. It would be helpful to get the films the afternoon before the day of showing in order to allow time to reschedule, if necessary, and to prepare some ideas for a creative follow-up."

"Children of all ages reacted best to the movies that had color, action, and good background music. The 'art' type of film was least successful. Unless children can relate personally to the subject matter, interest is not high."

"Students eagerly awaited the films; discussed them afterward; didn't mind acting as previewer and had great sense of importance - sincerely enjoyed films, good and bad."

"Since two films were shown each week I did not have time to extend appropriate uses of the films. I was only able to make an assignment or carry out an activity without benefit of a follow up. Even though, I sincerely felt that the initiative taken by students to do creative assignments gained momentum as the study progressed, and the first efforts of pupils improved."

"I thought the film study program was a unique experience for students as well as teachers. Kids really got turned on by many of the films and were eager to react to them. They were genuinely disappointed when the program had ended. I found that students who had not produced in classes handed in some sensitive, mature papers."

"Discussion skills were improved as well as observation skills. The students really learned about film as a medium of communicating ideas and stimulating thinking and creativity.

I'm pleased to have been a part of this worthwhile endeavor."

"I thought the program excellent. I would be eager to participate again in film study. The variety of films was stimulating for children and teachers. Some things I discovered through the study were:

a. Many students reacted negatively to great art. They admitted they had (50%) been to the Art Institute and (90%) had never seen any other art museum, gallery, etc.
b. Many students watch adult films on television without trauma but with understanding.
c. Many feel uncomfortable about death, love, etc. in a film even in an abstract or symbolic form, but want to understand.
d. Creative work from film study was more eagerly prepared and turned in on time than non-visually motivated assignments.

Some films I suggest be added to the program are:

Animal Farm - kids love it and it fits with s.s. curriculum
A Very Special Day - sensitive, beautiful, very well-received.

Students and I became closer through the study. We shared our thoughts and opinions and engaged in active debate at times.

Kids became more critical of T.V. and talked about censorship.

I'd like to see some opportunity for field trips to Chicago or local film studios and T.V. studios."

Comments of four teachers concerning films presented.

1. "Some of the films were good -- but they came too often. Children tired of them. If they could have been spread over an entire semester or year it would have been received more enthusiastically, I feel. If we were to do a follow-up it meant two days' work -- one for film and beginning of project (art, written, etc.) plus another day for finishing up, evaluating, etc.

Some of the films were kind of 'far out.' It's difficult to find time for planning work, previewing films, etc. Once every few weeks would be better."

2. "The use of films has been working quite well. There is a problem in arranging time for adequate teacher previewing, but in general it has been worthwhile so far. The best part has been the pupil response. Everyone in my class has enjoyed and benefited from a majority of the films. This is an unusual occurrence because of the variety of abilities and interests in the class. They have all been motivated to respond in some way (orally, artistically, or in writing) by the films. Their sharing in a common, interesting experience has stimulated some good discussion in which everyone is able to participate."

3. "The films have been quite useful as teaching aids because:
    a. They have broadened the children's interest and knowledge in many fields.
    b. They have acted as 'springboards' for creative thinking.

The children are quite interested in these films. They seem much more stimulated by these films than by most other films. I suppose the subject matter and the way they are done has something to do with it."

4. "I have been very pleased with the results of our use of the films. My own class was very motivated by them and this motivation carried through in various creative efforts. I think one of the reasons it was successful is that the films were well chosen. A problem could be showing a film merely for the sake of showing it. We didn't have that problem.

I feel that the project is well worth the time and that it is an interesting and 'fun' way to stimulate and motivate the creative talents of children."

CONCLUSION

The vast majority of students (over 80% at all levels) had a positive feeling about the film program. All the teachers (100%) felt they would want to use films next year. Some teachers would use them with qualifications.

Problems with scheduling and previewing seemed to be the major problems that need to be assessed carefully when planning a program.

A careful reading of the student comments and teacher comments reveals much interesting data about the use of films in the schools. It is also interesting to examine the judgements of students and teachers as to the types of films they preferred on various levels, and those types they disliked.

Teachers seriously interested in using films in relation to language arts, social studies, and other subjects in grades K-8 should find this study a useful guide for implementation and selection of materials. It does provide specific information and suggests guidelines for such a program in the elementary schools.

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